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ABSTRACT

Using a competency-based approach to instruction, this K-12 curriculum guide is devoted to preparing students for dual occupations in the consumer and homemaking areas. The dual role concept is a component of vocational home economics education in Ohio, this guide is intended to provide a conceptual framework for teachers as programs are planned with students. Competencies are outlined and grouped into grade levels as follows: grades K-2, grades 3-4, grades 5-6, grades 7-8 (entry level), grade 9 (level I), grade 10 (level II), and grades 11-12 (levels III and IV). The following major content areas are included for each of the grade level groups: education and management; personal, family, and community relations; child development; foods, nutrition, and health; clothing, textiles, and related art; and housing, home furnishings, and equipment. Objectives for these areas are constructed to identify the degree of behavioral change or level of performance considered desirable and to help increase accountability in classrooms. Format of the guide outlines for each content area the unit title, concept, objective, pretest, learning strategies, and posttest. Quest (depth activities), individualized extended experiences, and Future Homemakers of America suggestions also supplement each component of each concept. Special sections are included for male role competencies and additional dual role consumer and homemaking activities to be interrelated in each content area. Resources are identified by content area. (TA)

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HECH 4881

DUAL ROLE
CONSUMER AND HOMEMAKING
for the OCCUPATION OF HOMEMAKER

VOCATIONAL
HOME
ECONOMICS
CURRICULUM
GUIDE FOR
OHIO

ED150286

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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DIVISION OF VOCATIONAL EDUCATION
HOME ECONOMICS SECTION
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TABLE OF CONTENTS

Page
Preface ii

Introduction iii

Scope and Sequence Chart v

Ohio's Philosophy of Dual Role Consumer Homemaking Education vii

Acknowledgements for the Development of the Vocational Dual Role Consumer and Homemaking Guide for Ohio viii

Description of the Six Content Areas xi

Competency Component A-1
  Competency Based Education—How to Use the Dual Role Consumer and Homemaking Guide for Ohio

Home Economics for K-6 Levels B-1

Entry Level C-1

Level I D-1

Level II E-1

Levels III-IV F-1

Family Living Year Course G-1

Non-Sequential Course H-1

The Male Role I-1

Future Homemakers of America J-1

Appendix K-1

Resources L-1

PREFACE

Vocational Home Economics Education in Ohio has two components: Job Training and Dual Role Consumer and Homemaking Education. This curriculum guide is devoted only to the Dual Role Consumer and Homemaking component and is intended to provide a conceptual framework for teachers as programs are planned with students to insure optimum educational benefits.

A competency based approach to instruction involves stating precise behavioral objectives and developing content and methods which will enable students to attain the desired outcomes. The many persons involved in the development of this Guide have made a conscientious effort to identify the minimum competencies to be obtained by all home economics students within the different program levels. Additional competencies are to be obtained through the individualized extended experiences (I.E.E.'s), Quest and F.H.A. activities.

Teachers must be humanistic in the evaluation process and use every possible opportunity to evaluate students as competent, functioning human beings, as they help the students see what they can do and how far they have progressed. The teachers will know that learning has taken place when learners can demonstrate some change in attitude, knowledge, skill or behavior. This is accountability in the classroom!

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Assistant Director
Vocational Education
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THE STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

HOME ECONOMICS
Columbus, Ohio

DUAL ROLE CONSUMER AND HOMEMAKING CHART SUGGESTING SCOPE AND SEQUENCE FOR VOCATIONAL OCCUPATION OF HOMEMAKER

The suggested time allotment and sequence for each unit may be varied.
Many factors will affect the sequence of the areas to be covered.

INTRODUCTION

Homemaking is acknowledged as an occupation by many sources as worthy of consideration in the GNP of our country. Because of its multitude of skills and knowledge that would cost each household an average yearly salary, it is understandable that the homemaker's worth is an important factor in financial considerations of our nation.

This significant factor along with the changes in life styles, together with increasing multiplicity of roles of youth in Ohio, have mandated corresponding changes in curriculum focus and teaching—learning—evaluation strategies for teachers of home economics. This curriculum guide is designed to reflect the increased knowledge and experiences of youth and attempts to incorporate the following over-arching concepts into the total approach to teaching self-development, life styles—cycles, interpersonal relationships, human resource management, and consumer economics.

The content of the **Guide** is futuristic in approach with particular emphasis on the dual-role occupational concept. It is designed to foster total involvement of school, home and community.

Competencies have been identified at levels from K-12 to help prepare young people for these dual role occupations. Objectives are constructed to identify the degree of behavioral change or level of performance considered desirable. They should also help increase the accountability in our classrooms. Suggested learning strategies have been stated to facilitate the teaching-learning-evaluation process. Relationships among major ideas are stressed to provide cohesiveness in the program.

The Scope and Sequence content reflects the increasing maturity of students by identifying basic competencies at the primary and elementary level presently being taught, or that could be introduced at these levels, and then building on these concepts with specific objectives for the middle and junior high schools. By the time students reach the senior high levels the competencies identified to be taught have reached a degree of sophistication which delineate the knowledge and skills required by today's young adults as they simultaneously manage homes, families and careers.

The format of the guide provides for a variety of techniques for use. A teacher may select a competency considered important for all, or nearly all, students in the class. By using the suggested learning strategies, total class experiences can be developed. However, if only certain students need special work on a particular objective, the suggested competency component may be expanded by the teacher to include the case studies, films, references or other pertinent materials and given to the student who may then reach the needed objective on an individual basis.

Quest (depth activities), IEE (Individualized Extended Experiences) and FHA (Future Homemakers of America) suggestions supplement each component of each concept.

Special sections have been developed for K-6 Home Economics concepts, Male Role competencies, and additional Dual Role Consumer and Homemaking activities to be interrelated in each content area. Resources are identified by content area. The Scope and Sequence reflects statistical information about Ohio families and incorporates new knowledge and ideas into the program. It establishes continuity for the program and provides a means for standardizing the outline of information taught in our courses.

The loose-leaf notebook format is used so that references lists may be easily replaced as they are revised and updated. The loose-leaf form also enables additional teaching-learning-evaluation strategies to be inserted readily.

The curriculum guide contains **suggestions** only; it must be adapted for individual situations. However, the guide can be most easily understood if the units are read in conjunction with the Scope and Sequence which identifies important content for inclusion and suggests length of units.

8

AREA	HOME ECONOMICS CONCEPTS FOR PRIMARY & INTERMEDIATE LEVELS	ENTRY LEVEL SUGGESTED FOR 7TH & 8TH GRADES	LEVEL I SUGGESTED FOR 9TH GRADE	LEVEL II SUGGESTED FOR 10TH GRADE
HOME MANAGEMENT, FAMILY ECONOMICS, AND CONSUMER BUYING	**Economic System** K-2 Making Change with Coins 3-4 Spending Habits 5-6 Multiple Roles **Earning an Income** K-2 Source of Family Income 3-4 Interdependence of Consumers and Producers 5-6 Relationship of Income to Spending **How and Why We Buy** K-2 Consumer Decisions 3-4 Opportunity Cost 5-6 Goals and Values	**2 Weeks** **It's Your Choice** Resources Influence Alternatives Consequences **Ethics in Shopping** Teen's Roles Teen's Rights and Responsibilities Salesperson's Roles, Rights, and Responsibilities	**3-4 Weeks** **Management of Life Styles and Cycles** Multiple Roles Values and Goals Management of Resources Decision Making **Consumer Actions and Reactions in the Marketplace** Consumer Safety Consumer Information Consumer Decisions Consumer Protection Consumer Grievances	**3-4 Weeks** **Organizational Patterns and Activity Analysis for the Dual Role** Self-Organizational Patterns Reaction to Crises Group Organizational Patterns Activity Analysis at Home and on the Job **Finances and Economic Interdependencies** Income Procurement Planned Spending Financial Security Economic Interdependencies
PERSONAL, FAMILY, AND COMMUNITY RELATIONS	**Sharing** K-2 Play and Work 3-4 Responsibilities 5-6 Ideas and Responsibilities **Working Relationships** K-2 Adjusting to a Group 3-4 Cooperating with Peers 5-6 Functioning in a Diversified Group	**4-5 Weeks** **Developing a Positive Self-Image** Individual Needs and Wants Goals and Values Interests and Abilities Human Sexuality Attitudes Toward Work	**4-5 Weeks** **Developing Satisfying Interpersonal Relations** Present Family Relationships Peer Group Relationships Opposite Sex Relationships School Relationships Community Relationships On-The-Job Relationships	**4-5 Weeks** **Developing a Life Style** Decision Modes Family Types Family Function Life Cycles Sexual Roles Parenthood
CHILD DEVELOPMENT	**Self-Concept** K-2 Self-Identity 3-4 Self-Appreciation 5-6 Self-Development **Reproduction** K-2 Awareness 3-4 Animal 5-6 Human	**4-6 Weeks** **Children As People** Physical Environment Emotional Environment **Understanding Children's Behavior** **A New Baby in the Family** Preparation Family Responsibilities **Child Related Career Opportunities**	**7-8 Weeks** **Children's Basic Needs** (2 wks.) Physical Social Emotional Intellectual Heredity and Environmental Variations **Guidance of Children** **Play Activities and Materials** 2-4 week play school Infant Stimulation Play Materials and Activities **Working Parents** **Opportunities for Employment**	**5-6 Weeks** **Parenthood** Attitudes Toward Children Parent-Child Relationships Heredity and Environment **Conception Through the First Year** Reproduction Prenatal Care Postnatal Care **Services Outside the Home** Forms of Child Care Community Agencies

AREA	HOME ECONOMICS CONCEPTS FOR PRIMARY & INTERMEDIATE LEVELS	ENTRY LEVEL SUGGESTED FOR 7TH & 8TH GRADES	LEVEL 1 SUGGESTED FOR 9TH GRADE	LEVEL II SUGGESTED FOR 10TH GRADE
FOODS, NUTRITION, AND HEALTH	**Nutrition** K-2 Identification of Nutritious Foods 3-4 Relationship Between Food and Health 5-6 Body Needs **Manners** K-2 Use 3-4 Recognition 5-6 Appreciation **Supplying Food** K-2 Workers 3-4 Production 5-6 Technology	**10-12 Weeks** **Food Choices for Teens** Teen's Appearance Teen's Physical Well-Being **Fun With Food** Nutritious Snack Foods Assuming and Sharing Responsibilities Food Preparation Terms, Basic Principles, and Techniques Social Aspects of Food	**8-9 Weeks** **Food Patterns for Life Styles** Adequate Nutrition in Daily Food Patterns Food Purchases, Storage and Utilization Techniques **Cooperative Creative Food Preparation and Service** Cooperative Management Creative Preparation Creative Service	**9-10 Weeks** **Main Meals at Home and Away** Consumer Purchase of Food Time and Labor Saving Devices and Techniques Speed Cookery and Electronic Ranges Cooking from "Scratch" Entertaining **Food for Special Situations** Food for Pregnancy and Lactation Infants and Toddlers Geriatrics Illness Weight Problems Impromptu Meals and Emergency Situations Foreign Cookery Outdoor Cookery
CLOTHING, TEXTILES, AND RELATED ART	**Purpose of Clothing** K-2 Needs 3-4 Trends 5-6 Function **Securing of Clothing** K-2 Source 3-4 Manufacturing Process 5-6 Economic Aspects **Care of Clothing** K-2 Awareness 3-4 Skill Development 5-6 Consumer Information	**10-11 Weeks** **Improving Personality by Being Well-Groomed** Care of Self Care of Clothing **Developing Skills in Clothing Selection** Clothing for Activities Decision Making in Wardrobe Selection **Construction of Article Using the Sewing Machine** (Limit to 6 weeks) Small Equipment Sewing Machine Safety in Sewing Construction of Project	**8-9 Weeks** **Consumer Aspects of Personal Grooming-Product Comparison** **Motivation in Clothing Selection** Consumer Aspects Communications Through Clothing **Textiles** Natural and Man-Made Fibers Labeling and Legislation **Basic Construction** (Limit to 6 weeks) Use of Pattern Construction of a Simple Garment	**8-10 Weeks** **Personal Communications-Dual Role Wardrobe** **Consumer Satisfaction Through Care** **Basic Construction Techniques for Present Day Fabrics** (Limit to 6 weeks)
HOUSING, HOME FURNISHINGS, AND EQUIPMENT	**Housing** K-2 Common Features 3-4 Types 5-6 Trends	**2 Weeks** **Family Sharing** Sharing Space in the Home Sharing Care in the Home Sharing Safety Responsibilities	**3-4 Weeks** **Creation of Home Environment** Satisfying Personal Needs Elements and Principles of Design Furnishings, Arrangement Furnishings, Care Furnishings, Safety Storage	**4-5 Weeks** **Housing Horizons** Housing Selection Consumerism in Housing Selection of Furnishings Selection of Equipment Arrangement of Furnishings

AREA	LEVELS III-IV FOR 11TH & 12TH GRADES (Students should select two or more areas)	NON-SEQUENTIAL COMPREHENSIVE HOME ECONOMICS	MALE ROLE— TODAY AND TOMORROW FULL YEAR SCOPE FOR JUNIORS AND SENIORS (Material may be condensed for 18 weeks)	FAMILY LIVING FULL YEAR SCOPE FOR JUNIORS OR SENIORS
HOME MANAGEMENT, FAMILY ECONOMICS, AND CONSUMER BUYING	**18 Weeks** **Management of Life Styles and Cycles** Multiple Roles Values and Goals Management of Resources Decision Making **Economics for the Dual Role** Economic System Income Procurement Consumer Behavior Determinants Consumer Alternatives Roles, Rights, and Responsibilities Community Resources	**6 Weeks** Life Logic Values and Goals Decision-Making Process Self-Organizational Patterns **The Effective Consumer** The Consumer and the Economy The Consumer and the Environment Planned Spending	**3 Weeks** **You, The Male Consumer** Roles, Rights, and Responsibilities in the Economic System Consumer Alternatives How to Obtain Money Careers in the Economic System	**History of the Family** Family Functions Family Types Forms of Marriage Systems of Mate Choice **Developing Self-Concept** Individual Needs and Wants Goals and Values Interpersonal Relationships Human Sexuality Personal Decisions Career Choice **Preparation for Marriage** Mate Selection by Mutual Consent Marriage Laws and Customs Being Engaged Planning the Wedding **Adjustments Within the Married Life Cycle** The Early Years The Crowded Years The Launching Years The Late Years **When Marriage Fails** Reasons for Divorce Annulment, Separation and Divorce Laws Adjustment to Divorce **Improving Family Life in the Future**
PERSONAL, FAMILY, AND COMMUNITY RELATIONS	**18 Weeks** **Developing Self-Concept** Individual Needs and Wants Goals and Values Interpersonal Relationships Human Sexuality Personal Decisions Career Choice **Preparation for Marriage** Mate Selection by Mutual Consent Marriage Laws and Customs Being Engaged Planning the Wedding **Adjustments Within the Married Life Cycle** The Early Years The Crowded Years The Launching Years The Late Years	**6 Weeks** **Increasing Self-Understanding** Personality Development Problem Solving Techniques Family Relationships Human Sexuality Personal Decisions **Adjustments Within the Married Life Cycle** The Early Years The Crowded Years **When Marriage Fails** Reasons for Divorce Annulment, Separation and Divorce Laws Adjusting to Divorce	**4 Weeks** **Life Styles** Self-Awareness Building Social Relationships Responsibilities of Various Life Styles Sensitivity to Various Life Cycles Social Service Agencies	
CHILD DEVELOPMENT	**18 Weeks** **Culture, Society, and the Child** **You As a Parent: Prenatal** **You As a Parent: Childbirth** **You As a Parent: Postnatal** **You As a Parent: First Year** **The Pre-School Child (1-6)** **The School Age Child (6-12)** **Interaction Between Families or Individuals and Community Agencies** **Working with Pre-School Children**	**6 Weeks** **Parenthood** Attitudes Toward Children Heredity and Environment Life Styles Family Planning Management of Resources **Developmental Stages and Individual Needs of Children** **Interaction Between Families or Individuals and Community Agencies** Child Care Outside the Home Care for Children with Special Needs **Legal Rights and Responsibilities** Parental Rights and Responsibilities Children's Rights and Responsibilities	**4 Weeks** **Care and Development of Children** Problems Children Meet Attitudes Toward Children Careers Relating to Family Life Education and Child Development	

AREA	LEVELS III-IV FOR 11TH & 12TH GRADES (Students should select two or more areas)	NON-SEQUENTIAL COMPREHENSIVE HOME ECONOMICS	MALE ROLE-TODAY AND TOMORROW FULL YEAR SCOPE FOR JUNIORS AND SENIORS (Material maybe condensed for 18 weeks)
FOODS, NUTRITION, AND HEALTH	**18 Weeks** **Nutritional Emphasis in Different Life Styles** **Foods for Special Situations** **Food for All Phases of the Life Cycle** **Scientific and Experimental Aspects of Food** **Cultural, Social, and Aesthetic Values of Food** **Food in Today's Economy** **Equipment Selection, Use and Care**	**6 Weeks** **Food Patterns for Life Styles** Adequate Nutrition in Daily Food Patterns Food Purchases, Storage and Utilization Techniques **Cooperative Food Preparation and Service** Cooperative Management Creative Preparation and Service Time and Labor Saving Devices and Techniques Entertaining at Home an Away **Food for Special Situations** Weight Concerns Illness Emergency and Impromptu Meals Back-Packing and Out-Door Cookery	**12 Weeks** **Food Facts for Men** **Food and** Physical Fitness Purchasing Food Food Preparation and Service Food Earns a Living
CLOTHING, TEXTILES, AND RELATED ART	**18 Weeks** **Language of Fashion** (8 weeks) Theories of Fashion Role of the Fashion Industry **Clothing Construction as Creative Expression—Individualized Skills** (10 weeks)	**6 Weeks** **Consumer Aspect of Personal Grooming—Product Comparison** **Clothing Construction as Creative Expression—Individualized Skills** (Limit to 4 weeks)	**4 Weeks** **"Clothes Make the Man"** Clothing Cues for Men Shopping Habits Make a Difference Maintenance Makes a Difference Clothing Careers
HOUSING, HOME FURNISHINGS, AND EQUIPMENT	**18 Weeks** **Housing** Selection Legal and Financial Aspects Planning and Construction **Decorating the Home** Elements of Design Principles of Design Backgrounds for Furnishings Furniture Accessories **Household Equipment** Buying Guides Care and Use **Maintenance** Care of Home Home Repairs Home Improvements	**6 Weeks** **Environment for Living** Selection of Housing Consumerism and Housing **Creating Environment** Selection of Furnishings Elements and Principles of Design Selection of Equipment Arrangement of Furniture **Care of the Home** **Cleaning and Care Products** **Cleaning and Care Skills**	**6 Weeks** **A Place to Live** Deciding Where to Live Furnishing Living Quarters Care and Maintenance of the Living Quarters Considering a Career in Housing or Home Furnishings

OHIO'S PHILOSOPHY OF DUAL ROLE CONSUMER AND HOMEMAKING EDUCATION

Since homemaking leads all occupations in numbers of workers involved and is considered by many to be the most important an far-reaching of all occupations, contemporary dual role practioners must have management expertise in combining another job with the occupation of homemaking.

These individual must function in two major roles which have the unusual distinction of being reciprocal—what is done in one job may be applied directly to the other.

With the present need to improve the nation's well-being, the quality of family life is recognized as an influential factor. The infant and young child's mental, emotional, physical and social development are all affected by the education of parents.

This education for young adults must continue to be one of the most essential responsibilities of the teacher of the Dual Role Consumer and Homemaking Curriculum.

ACKNOWLEDGEMENTS FOR THE DEVELOPMENT OF THE VOCATIONAL DUAL ROLE CONSUMER AND HOMEMAKING GUIDE FOR OHIO

The need for updating the Vocational Home Economics Guide for Ohio evolved as a result of the Home Economics Section of the 1968 Vocational Education Amendment stressing dual role and consumer education.

Twenty-six home economics teachers representing all parts of the state were selected to participate in the Curriculum Workshop. Each teacher, based upon her expertise, was assigned to one of the six areas of home economics for the purpose of developing curriculum in that area.

In April, 1972, a two-day orientation session was conducted for these teachers, state staff and consultants. The format and main emphases were identified in this session. This group implemented the plan by developing working papers during a two-week workshop in June, 1972. The results were field tested the following school year. In June, 1973, many of the same teachers with a few others returned to refine the Guide and to further develop specific sections.

The following Ohio teachers have cooperatively written this guide.

In 1972 the participants were:

Mrs. Patricia Beisner, Beavercreek High School, Dayton
Mrs. Jane Burpee, Anderson High School, Cincinnati
Mrs. Geraldine Cartmill, Miamisburg High School, Miamisburg
Mrs. Ruth Ann Clossman, Rayen High School, Youngstown
Mrs. Sue Clover, Wapakoneta High School, Wapakoneta
Mrs. Lola Crown, Tri-Valley High School, Dresden
Mrs. Barbara Deerhake, Licking Heights High School, Summit Station
Mrs. Carol Ernst, Pymatuning Valley High School, Andover
Mrs. Alice Frantom, Ansonia High School, Ansonia
Mrs. Virginia Goodell, Crestwood School, Mantua
Mrs. Alice Hite, Heath High School, Heath
Mrs. Eunice Hood, Warner Junior High School, Xenia
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Mrs. Mattie Jackson, Jefferson Township High School, Dayton
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Mrs. Martha Jones, Lancaster High School, Lancaster
Mrs. Mildred Kalapos, Western Reserve High School, Warren
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Special recognition is given to the following persons who served as consultants in the writing of this guide.

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DESCRIPTION OF THE SIX CONTENT AREAS

CONSUMER EDUCATION AND MANAGEMENT

Consumer education is the preparation of the individual in the skills, concepts, and understandings that are needed to achieve maximum satisfaction and utilization of his resources to accomplish personal and family goals which are in the interest of his society.

Application of the principles of management help students formulate goals and plan for the management of resources including time, energy, and money.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

Personal, family and community relations is an area of basic importance in the study of home economics. Helping students to understand themselves, to live satisfying lives as family members, and to develop an increasing sense of community responsibilities is a major objective of home economics.

Students need to develop well-defined and meaningful personal values to enable them to accept the adult roles of men and women in our society. Students' needs and interests are the main focus in the area of relationships.

Students must learn to base their opinions on the best known facts available, to continuously seek out authoritative materials, and cultivate an objective attitude.

CHILD DEVELOPMENT

Child development is a study of children which includes the developmental principles and theories that have implications for practical application at various stages of the life cycle. It prepares individuals to meet the challenge and responsibility for guiding children in their physical, social, emotional and intellectual growth.

The study of child development is important in the vocational home economics curriculum since it contributes to understanding: self and others; the influences of heredity and environment on the individual; the basic needs of children; guidance of children; and the parents' roles and responsibilities.

FOODS, NUTRITION AND HEALTH

The study of the principles of nutrition and the influence of food on health is designed to improve eating habits and help to eliminate food fads and fallicies. Nutritious and palatable meals contribute to health of students and families.

Courses are designed to develop skill in managing time, energy and money in the planning, preparing and serving of nutritious meals for family members of varying ages. It prepares individuals to cope with special diets required illnesses or emergencies. It includes information on new food products available and their nutritional value. Some skill is to be developed in using new equipment and methods of preparation.

CLOTHING, TEXTILES AND RELATED ART

Clothing and other textile products are a significant part of daily life in our society. A basic knowledge of the nature of textiles, as well as an understanding of selection, use and care of textile products, will increase the satisfaction which can be derived from them, even though textile information is constantly changing.

All students do not have equal interest or aptitude in manipulative skills. For those who are not interested or lack ability, individualized instruction can be used to provide a worthwhile experience for these students. The growth of each student, not the completed garment, is the goal of the clothing related courses.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

The objectives of housing, home furnishings and equipment are: to develop an understanding of family life styles; needs, rights and responsibilities of each individual sharing the same housing; choice, selection and financing of housing; application of art principles when decorating or accessorizing the home; and selection, care, and maintenance of the home, its furnishings and equipment.

COMPETENCY COMPONENT

COMPETENCY BASED EDUCATION

OR

HOW TO USE THE DUAL ROLE CONSUMER AND HOMEMAKING GUIDE FOR OHIO

Dedicated to the teachers who would like to try a method of instruction which eliminate failure —their students' and thus their own.

If you are sure that you are doing the best possible job and have all your teaching plans made from now to retirement, this packet is not for you.

This Competency Component was developed by Ann Klosterman, Instructor, Wayne County J.V.S., in partial fulfillment for credit in Home Economics Education 650, Ohio University, Athens, Ohio, and for in-service meetings sponsored by the Vocational Home Economics Service of the Vocational Division of the State Department of Education, Columbus, Ohio.

It is recomended that all Vocational Home Economics teachers further their understanding of Competency Based Education by reading **Competency Based Instruction—A Strategy to Eliminate Failure** - Thomas S. Nagel and Paul T. Richman, and **Goal Analysis** - Robert F. Mager.

RATIONALE

Are you concerned about the students who fail your course—especially those to whom failure has become a habit?

If a parent, a school-board member or your administrator asked you what your students were learning in home economics, would you be able to give them a definite answer?

Are your students sometimes not sure what you are trying to accomplish? (Are you sure yourself?)

Do you believe there are skills, behaviors, understandings and knowledge **every** student in your class should master, not just 60%?

Are you concerned when students tune you out or let you know they are bored by causing trouble in class?

Do your students wonder what you will ask them on a test or play the game of "psyching out" the teacher?

Do you believe your slower students could learn what you are trying to teach if they had more time?

We don't believe in miracles but we do think that

COMPETENCY BASED EDUCATION

can help you with these and other problems in teaching. This is why this Vocational Home Economics Curriculum for Ohio is

COMPETENCY BASED

PRETEST

Use this diagnostic pretest to determine what you know about competency based instruction.

1. Write a sentence explaining the use of the word "competency" in describing this method of instruction.

2. Place a "T" or a "C" in front of these descriptions to indicate whether they would be part of a traditional instructional program or a competency based program.

    ____ a. All students complete the unit at the same time.
    ____ b. All students achieve a given level of achievement.
    ____ c. Ability to learn is determined by IQ or grades on a test.
    ____ d. A useful definition of ability is the amount of time required to reach a certain level of performance.
    ____ e. Standards are raised because everyone passes.
    ____ f. Students are told what they must do to complete a unit.
    ____ g. Students try to guess what the teacher will ask on a test.
    ____ h. All students learn when given enough help and time.
    ____ i. Readiness of student to begin working on this unit is determined in the beginning.
    ____ j. Students who do not reach the objectives of the course are given an incomplete and allowed additional time.
    ____ k. Learning is emphasized more than making a certain grade.
    ____ l. Teacher has more time to work with individual students.
    ____ m. Encourages the accumulation of ignorance.

3. Circle the behavioral verbs which can be measured.

    understand
    defend
    list
    contrast

    know
    compare
    recite
    identify

    write
    believe
    cherish
    debate

    repair
    enjoy
    bake
    appreciate

    measure
    solve
    select
    appraise

4. List three reasons for writing objectives in behavioral terms.

    a.
    b.
    c.

5. What are 3 other names for competency components?

6. What are the 6 basic parts of a competency component?

ANSWERS TO PRETEST

1. Competency based instruction establishes a minimum level of achievement which every student is required to reach regardless of the time required.

2. T a. All students complete the unit at the same time.
   C b. All students achieve a given level of achievement.
   T c. Ability to learn is determined by IQ or grades on a test.
   C d. A useful definition of ability is the amount of time required to reach a certain level of performance.
   C e. Standards are raised because everyone passes.
   C f. Students are told what they must do to complete a unit.
   T g. Students try to guess what the teacher will ask on a test.
   C h. All students learn when given enough help and time.
   C i. Readiness of student to begin working on this unit is determined in the beginning.
   C j. Students who do not reach the objectives of the course are given an incomplete and allowed additional time.
   C k. Learning is emphasized more than making a certain grade.
   C l. Teacher has more time to work with individual students.
   T m. Encourages the accumulation of ignorance.

3. The circled verbs can be measured.

understand	know	[✓ write]	[✓ repair]	[✓ measure]
defend	compare	believe	enjoy	[✓ solve]
[✓ list]	[✓ recite]	cherish	[✓ bake]	[✓ select]
contrast	[✓ identify]	debate	appreciate	appraise

4. You can write any three of the following reasons.

   Behaviorable objectives define the type of behavior desired.
   Behaviorable objectives define the level of achievement required.
   Behaviorable objectives can be communicated to the students.
   Behaviorable objectives are measurable.
   Behaviorable objectives are realistic—geared to the ability of the student.
   Behaviorable objectives include the conditions under which the student will be tested.

5. Modules, Learning Packets, HELP's, Capsules, Unipacs

6. A clear, concise statement of objectives, prerequisites, pre-assessment, instructional activities, post-assessment, remediation activities.

How did you do on the pretest? If all your answers were correct, congratulations on knowing a lot about competency based instruction. Perhaps you are even ready to try it. If you missed some questions or had to guess, please continue to use this competency component.

Other states and agencies have other names for these competency components, such as Learning Packets, HELP's, Unipacs, Capsules, Modules.

The objectives in this guide are written in behavioral terms. We want you to agree with some of the ones we have written but know you will want to write some of your own because YOU know YOUR students and we are sure they are different from others.

By the side of the objectives in the curriculum guide you will see Concept Emphasis Keys. SD stands for Self-Development, IR for Interpersonal Relationships, HR for Human Resource Management, LS for Life Styles, Cycles and CE for Consumer Economics. You know we no longer teach just cooking and sewing.

Dr. Henrietta Fleck, Adjunct Professor of Home Economics, New York University, has stated that "the major purpose of behavioral objectives is to have clear and concise goals for instruction that will lend themselves to precise measurement of outcomes". She says they should also be "realistic, attainable and geared to the ability of the students". She means ALL students not just the GOOD ones so many teachers would rather teach. These goals can include all types of behavior: knowing and understanding as well as developing skills, attitudes, interests and appreciations.

Meyer identities three parts of a behavioral objective: "(1) an action or what the student can do when evaluated, (2) a context or condition under which the student will be evaluated and (3) a criterion or level of performance quantitatively (how much) and qualitatively (how well) expected of a student." Notice that these objectives are written for the student. Why not get the students involved in deciding what they will be able to do at the conclusion of a unit or a course. There is no better way to get their interest.

Can you write behavioral objectives? Can you identify objectives other people have written? Given a list of ten behavioral objectives select with 100% accuracy those which meet the criterion mentioned above.

1. Realize the importance of participation in family activities.
2. Evaluate a given list of utensils and appliances in terms of needs and values of the immediate family.
3. Demonstrate the use of the decision-making process in solving six given problem situations.
4. Enjoy creating attractive table settings.
5. Appreciate the importance of good nutrition throughout the family-life cycle.
6. Recognize and correct at least four out of five safety hazards pictured in a home.
7. Know the importance of dating and courtship in mate selection.
8. Given a list of foods, correctly label them according to their basic food group and combine to form a nutritious menu for one day which would meet the basic four requirements.

9. Given the label from a canned food, state in writing with 100% accuracy the information required by law and a minimum of two other types of information which would aid the consumer in effective choice.

10. Identify how relationships and responsibilities change when a new baby arrives.

How did you do? Number 10 did tell what the student would be able to do and under what conditions but left out the level of performance desired. Numbers 1, 4, 5, and 7 were not written in behavioral terms. They do not tell you how to prove that the student realized, enjoyed, appreciated or knew.

If you are still in doubt, get a copy of Mager's **Preparing Instructional Objectives.** You'll find out why Robert Mager did not state his purpose in writing this book as helping you "know how to write behavioral objectives".

In each of the six home economics subject matter areas (foods and nutrition; management and consumer education; personal, family and community relations; clothing, textiles and related art; child development and housing, home furnishings and equipment) the curriculum committee first made a list of titles or topics to be studied at each grade level.

Our next step was to identify the overall competency level which we felt every student must attain before he finished this part of the course. Remember that these are the "must knows" not the "nice to knows" or "frills" added for enrichment. When you are asked to be accountable for your teaching, these could be given to your administrator, school-board member or the parents of your students.

For an example the group working in Personal, Family and Community Relations decided that the seventh and eight grade students would work toward developing a positive self-image, but that we would have to be content if **every student** were able to recognize factors which would contribute to a positive self-image. We did not think we could expect **every student** to demonstrate to the teacher that he did think positively about himself. One of the topics studied in the semester or year course was marriage failure. We wanted **every student** to recognize reasons for marriage failure, know the legal requirements for divorce in the state of Ohio and be aware of the possible effects on all the people involved. Setting this basic, minimum level of achievement is essential in competency based education.

Under each subject to be studied at each grade level you will see several concepts, major ideas or topics.

The behavioral or instructional objectives state the skills, attitudes and knowledge we want our students to display to prove their competency level.

As you plan your teaching approach, at this point you will need to determine prerequisites such as readiness, present knowledge and skills of your students.

The objectives are restated to make a pretest to be given to the student. Some of your students may be able to pass the pretest and if so can go on to another topic. Why keep them here if they have already demonstrated the level of ability you are trying to reach?

There are a number of learning strategies. Some students may need to do them all; with others only a few will be enough. In each list there are ways for the student to learn needed basic information by reading, listening to a tape or viewing a film or filmstrip. Too often a class discussion means merely pooling ignorance or personal prejudice and does not mean that education has resulted in a change of attitude or behavior.

Each concept is printed on one or more pages with the expectation that these could be duplicated as is and put into the hands of your students. We have really produced a collection of learning packets in miniature. We did not list specific references as sources of information because we did not know which ones are available to you.

The student is directed to ask you for the posttest which we suggest is the same as the pretest. A clearly stated test which tells them what you want them to learn would produce more effort and achievement than the often futile effort to figure out what the teacher thinks is important. If the student demonstrates the stated level of performance on the posttest, he is ready for a new concept. If not, he needs to repeat or use additional learning strategies. Remember **every student** must achieve the basic competency level you set at the beginning of the unit. The variable is time, not the level of achievement.

On many pages you will find a list of Quest, IEE or FHA Suggestions. These are for the able student who needs an additional challenge or for the student with a special interest in this area or to provide remedial aid to help the student pass the posttest. You will think of others. Also here are activities better suited to a larger group situation such as an FHA meeting.

We are convinced there is merit in competency based education because we would like for all our students to succeed; we can see that we are going to be held accountable for what we are teaching; and we think that for too long the student (and the teacher) has not been sure what he was trying to learn. We also believe that competency based education will allow the teacher more time to work with the individual student and cultivate his unique attitudes, interests, and abilities.

We don't promise that this method of teaching will be easy, but whoever said that good teaching is.

Now take the posttest which is the same as the pretest. See what you have learned about this competency based curriculum. To restate the objective of this learning packet: Given a competency based curriculum, demonstrate its use in your classroom to help 100% of your students meet your stated, measurable, realistic, attainable goals.

POSTTEST

1. Write a sentence explaining the use of the word "competency" in describing this method of instruction.

2. Place a "T" or a "C" in front of these descriptions to indicate whether they would be part of a traditional instructional program or a competency based program.

    ___ a. All students complete the unit at the same time.

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    ___ f. Students are told what they must do to complete a unit.

    ___ g. Students try to guess what the teacher will ask on a test.

    ___ h. All students learn when given enough help and time.

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    ___ l. Teacher has more time to work with individual students.

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3. Circle the behavioral verbs which can be measured.

understand	know	write	repair	measure
defend	compare	believe	enjoy	solve
list	recite	cherish	bake	select
contrast	identify	debate	appreciate	appraise

4. List three reasons for writing objectives in behavioral terms.

    a.
    b.
    c.

5. What are 3 other names for competency components?

6. What are the 6 basic parts of a competency component?

HOME ECONOMICS FOR K-6 LEVELS

The first period spent in a Home Economics class is usually not a student's first experience with Home Economics. Although few elementary schools offer formal instruction in this area, most of them provide activities which stress concepts closely related to those which undergird the Home Economics curriculum. Consequently, the elementary school will have (perhaps unintentionally) exposed the students to Home Economics.

The following pages endeavor to give a cursory overview of such activities which could be carried out in a child-oriented elementary school. The relationships of the activities to Home Economics are easy to see.

The prime intent of this section of the guide is not to say that the elementary school **will** or **should** teach Home Economics. Its purpose is to say that the elementary school **can** and **does** teach Home Economics.

MANAGEMENT AND CONSUMER EDUCATION

OVERALL OBJECTIVE:
Given a real or simulated situation the student will be able to demonstrate the ability to manipulate coins, to identify the family income earners, and to make minor consumer decisions.

CONCEPT: Economic System-Making Change with Coins

OBJECTIVE:
—Convert a dollar into change using three different combinations of coins.

CONCEPT: Earning an Income-Source of Family Income

OBJECTIVE:
—Identify the source of income for your family.

CONCEPT: How and Why We Buy-Consumer Decisions

OBJECTIVE:
—Compare two similar items you would like to buy and tell which one you would choose if you could buy only one.

* * *

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

OVERALL OBJECTIVE:
Given a real or simulated situation the student will be able to share, follow simple directions, and to show consideration for the rights of others.

CONCEPT: Sharing-Play and Work

OBJECTIVES:
—Demonstrate the ability to share play materials with one's classmates.
—Demonstrate the ability to choose and to work with a partner and/or work group.

CONCEPT: Working Relationships-Adjusting to a Group

OBJECTIVES:
—Demonstrate your ability to follow simple directions for carrying out a task compatible with your capability and level of development.
—Demonstrate the ability to control voice and behavior while working in a group situation.

CHILD DEVELOPMENT

OVERALL OBJECTIVES:
Given a real or simulated situation the student will be able to begin to develop a positive self concept, and begin to demonstrate the ability to identify basic human needs and similarities; to recognize some sequence in human growth; and to recognize the consistency of animal reproduction.

CONCEPT: Self Concept-Self Identity

OBJECTIVES:
- —Recognize three ways in which you are alike and different from other children in the room.
- —Tell three things you needed when you were a baby and that you still need.
- —List three tasks which you can perform now which you could not do at this time last year.

CONCEPT: Reproduction-Awareness

OBJECTIVE:
—Recognize that all living things reproduce their own kind.

* * *

FOOD AND NUTRITION

OVERALL OBJECTIVES:
Given a real or simulated situation the student will be able to begin to recognize nutritional food and to practice acceptable table manners in a group situation, and can tell that food supply involves many workers.

CONCEPT: Nutrition-Identification

OBJECTIVE:
—Identify five nutritious foods.

CONCEPT: Manners-Use

OBJECTIVE:
—Demonstrate table manners acceptable in the school lunchroom.

CONCEPT: Supplying Food-Workers

OBJECTIVE:
—Name five workers who may be involved in getting food to you.

CLOTHING, TEXTILES, AND RELATED ARTS

OVERALL OBJECTIVES:
Given a real or simulated situation the student will be able to recognize the basic need for clothing, to explain two sources of clothing, and demonstrate some ability to care for his own clothing.

CONCEPT: Purpose of Clothing-Needs

OBJECTIVE:
—Tell two basic reasons why we wear clothing.

CONCEPT: Securing of Clothing-Source

OBJECTIVE:
—Tell two materials from which clothing is made.

CONCEPT: **Care of Clothing-Awareness**

OBJECTIVE:

—Recognize three ways in which one can care for his clothes.

* * *

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

OVERALL OBJECTIVE:

Given a real or simulated situation the student will be able to identify the need for shelter and recognize that houses provide satisfaction for that need.

CONCEPT: **Housing-Common Features**

OBJECTIVE:

—List three features that all houses in your neighborhood have in common.

HOME ECONOMICS 3-4

MANAGEMENT AND CONSUMER EDUCATION

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to handle small amounts of money, to recognize the interdependency of consumers and producers, and to make more mature consumer decisions.

CONCEPT: Economic System-Spending Habits

OBJECTIVE:

—Identify two ways of how a weekly allowance of 30¢ would change your spending habits.

CONCEPT: Earning an Income-Interdependency of Consumers and Producers

OBJECTIVE:

—Design a chart which illustrates that expeditures of one family may be income for another family.

CONCEPT: How and Why We Buy-Opportunity Cost

OBJECTIVE:

—Identify a $5 item you would like to buy and list five other items or experiences you would have to give up in order to buy the desired item.

* * *

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to share ideas, to work independently, and to consider the opinions of others.

CONCEPT: Sharing-Responsibilities

OBJECTIVE:

—List three ways in which you and two other classmates might organize and carry out for one week the housekeeping responsibilities in the classroom.

CONCEPT: Working Relationships-Cooperating with Peers

OBJECTIVES:

—Construct four rules which would help you and your classmates to work independently without disturbing each other.

—Demonstrate the ability to express your own ideas and to consider the ideas of others in solving classroom problems.

CHILD DEVELOPMENT

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to continue to demonstrate a growing self appreciation, and to recognize his own human needs and sequential development; expand understanding of animal reproduction.

CONCEPT: Self Concept—Self-Appreciation

OBJECTIVES:

—Identify three of your characteristics which would cause your peers to like you.
—List five needs of all children your age.
—List four ways you can see you have grown since first grade.

CONCEPT: Reproduction-Animal

OBJECTIVE:

—Describe two different ways in which animals are born.

* * *

FOOD AND NUTRITION

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to interpret the relationship between food and health: to know and practice mature table manners; and to identify some workers and processes involved in the supplying of food.

CONCEPT: Nutrition-Relationship Between Food and Health

OBJECTIVE:

—Explain the relationship between food and health.

CONCEPT: Manners-Use

OBJECTIVE:

—Know and practice table manners suitable for children of your age.

CONCEPT: Supplying Food-Production

OBJECTIVE:

—Identify three workers and three processes involved in supplying food.

CLOTHING, TEXTILES, AND RELATED ARTS

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to recognize the role of technology in changing styles, care and securing of clothing.

CONCEPT: Purpose of Clothing-Trends

OBJECTIVE:

—Illustrate three ways clothing customs, styles, and materials have evolved.

CONCEPT: Securing of Clothing-Manufacturing Process

OBJECTIVE:

—Identify five workers who are involved in the process of clothing production.

CONCEPT: Care of Clothing-Skill Development

OBJECTIVE:

Perform three tasks which contribute to the care of one's clothing.

* * *

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

OVER ALL OBJECTIVES:

Given a real or simulated situation the student will be able to recognize that man satisfies his basic need for shelter in ways compatible to his geographic locations.

CONCEPT: Housing-Types

OBJECTIVES:

—Describe the homes or nests of three different kinds of creatures other than people.
—Identify three ways climate affects man's choice of housing.

MANAGEMENT AND CONSUMER EDUCATION

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to appraise each individual's multiple role in the economic system, to analyze the relationship between income and spending, and to make discriminating consumer choices.

CONCEPT: Economic System-Multiple Roles

OBJECTIVE:

—Illustrate by means of a chart three ways in which you are a consumer and three ways in which you are a producer.

CONCEPT: Earning an Income-Relationship of Income to Spending

OBJECTIVE:

—Determine, by means of class discussion, the validity of the statement, "Basic to spending is the amount of income."

CONCEPT: How and Why We Buy-Goals and Values

OBJECTIVE:

—Identify an item which you recently acquired and tell three factors which determined your wanting that item.

* * *

PERSONAL, FAMILY, AND COMMUNITY RELATIONSHIPS

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to share ideas and responsibilities, to work with a minimum of adult supervision, and to respect the opinions of others.

CONCEPT: Sharing-Ideas and Responsibilities

OBJECTIVE:

—Demonstrate that you can cooperate in a group project that followed a group decision with which you did not concur.

CONCEPT: Working Relationships-Functioning in Diversified Groups

OBJECTIVES:

—Perform assigned tasks effectively with a minimum of adult supervision.

—Demonstrate the ability to respect the opinions of others.

CHILD DEVELOPMENT

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to show some comprehension of his assets and liabilities; recognize his basic human needs and acceptable ways of satisfying them; interpret his continuing growth pattern and acquire some factual knowledge of human reproduction.

CONCEPT: Self Concept-Self-Development

OBJECTIVES:

—List five accomplishments which you feel you can do well.
—Distinguish a physical, emotional, social, and intellectual need for all children your age.
—Contrast the growth pattern of five individuals in your class, having been given the height, weight, and birth dates.

CONCEPT: Reproduction-Human

OBJECTIVE:

—Recognize that humans, like all living things, reproduce in a manner which is true to their species.

* * *

FOOD AND NUTRITION

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to recognize the body's need for and the use of nutritional food; to use acceptable table manners while respecting other life styles; and to recognize the role of specialization in food production and processing.

CONCEPT: Nutrition-Body Needs

OBJECTIVE:

—Explain the human body's need for and use of nutritional food.

CONCEPT: Manners-Appreciation

OBJECTIVE:

—Recognize and practice table manners suitable for your life style and begin to accept different life styles.

CONCEPT: Supplying Food; Technology

OBJECTIVE:

—Illustrate three ways supplying food involves many kinds of specialized jobs.

CLOTHING, TEXTILES, AND RELATED ARTS

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to recognize clothing as the satisfaction of a basic need, as the expression of aesthetic values, and as a major item in consumer economics.

CONCEPT: **Purpose of Clothing-Function**

OBJECTIVE:

—Distinguish three purposes of clothing.

CONCEPT: **Securing of Clothing-Economic Aspects**

OBJECTIVE:

—Explain how the retail merchant earns his living while helping us secure our clothing.

CONCEPT: **Care of clothing-Consumer Information**

OBJECTIVE:

—Tell two pieces of information likely to be found on clothing labels.

* * *

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

OVERALL OBJECTIVES:

Given a real or simulated situation the student will be able to recognize that ways of satisfying basic human needs change with the acquisition of new technology.

CONCEPT: **Housing-Trends**

OBJECTIVE:

—Identify ten ways common American homes have changed since pioneer days.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: **Economic System-Making Change with Coins**

OBJECTIVE:
—Convert a dollar into change using three different combinations of coins.

PRETEST:
—Show that you can convert a dollar into change using three different combinations of coins.

LEARNING STRATEGIES:
—Bring in newspaper ads showing things one can purchase for less than a dollar.
—Practice various ways of making change for a dollar.
—Make up problems involving situations which require ways of making change for a dollar.
—Show filmstrips on history of money and/or making change.
—Do assigned pages in math book.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Go on a paper route with an eighth grade child on collection day and help him with the making of change.
—Learn to manipulate change in amounts greater than a dollar.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: **Earning an Income-Source of Family Income**

OBJECTIVE:
—Identify the source of income for your family.

PRETEST:
—Tell who the wage earners are in your family.

LEARNING STRATEGIES:
—View the film "What Do Fathers Do?"—Churchill Films
—Find out if the wage earner of your family produces goods or services.
—Draw a picture showing the wage earner in your family at work. Dictate or write a sentence to explain your picture.
—Interview various working personnel in the school and find out how their work contributes to your school activities.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Visit a place where one of the wage earners in your family works.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: How and Why We Buy-Consumer Decisions

OBJECTIVE:

—Compare two similar items you would like to buy and tell which one you would choose if you could buy only one.

PRETEST:

—Given two similiar toys, choose the one you would like to buy and tell two reasons why you would like to buy it.

LEARNING STRATEGIES:

—Collect catalog descriptions, advertisements, and brochures about similar items such as toys or athletic equipment. Compare variations in quality, uses, and prices.

—Talk with your parents about an item recently purchased for the family's use. Discuss with them why they chose this particular one.

—Pretend that you have a friend who has just recieved $10 for his birthday. Write or dictate a letter giving him a suggestion for spending the money and give him one reason why he should follow your suggestion.

—Take turns bringing pets to school. Explain to the class how the original cost, food, size, and needs make this a good pet for you.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Construct a "wishing-fishing pond" for the class. In a box put pictures of items children your age might like to own. During a sharing period take turns fishing pictures from the box and tell three reasons why you would like this item and three reasons why you would not like it. Some items might be humorous.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: PERSONAL, FAMILY, AND COMMUNITY RELATIONS

CONCEPT: **Sharing-Play and Work**

OBJECTIVES:

—Demonstrate the ability to share play materials with one's classmates.
—Demonstrate the ability to choose and to work with a partner and/or work group.

PRETEST:

—Explain how to share play materials with classmates.
—Tell how to choose a partner and how to work with him or a work group.

LEARNING STRATEGIES:

—Plan with your teacher your free play time for the day.
—Bring from home a toy or game that you would like to share with other children.
—Take turns being last in choosing a play activity.
—The day before a new child arrives, plan with the class how you can make him feel welcome by sharing toys and play periods.
—Help to develop a chart to indicate workers for classroom responsibilities for distribution and care of toys.
—Chose a partner to share a box of crayons during art period.
—Choose a partner for a field trip and stay with him until you return to school.
—Choose a small group to dramatize a familiar story. Present the skit to the class.
—Choose a partner to help you carry out a science experiment or social studies report.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Plan with your mother how you and your brothers and sisters can share T.V. time.
—Choose a small group and plan and present "surprises" to the rest of the class. These "surprises" could be activities such as puppet shows, slide presentations, or hobby demonstrations.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: PERSONAL, FAMILY, AND COMMUNITY RELATIONS

CONCEPT: Working Relationships-Adjusting to a Group

OBJECTIVES:

- —Demonstrate your ability to follow simple directions for carrying out a task compatible with your capability and level of development.
- —Demonstrate the ability to control voice and behavior while working in a group situation.

PRETEST:

- —Interpret simple directions and demonstrate that you can follow them by carrying out a task compatible with your capability and level of development.
- —Recognize acceptable voice and behavior for working in a group situation.

LEARNING STRATEGIES:

- —After the teacher has given directions once, draw a picture of your family members.
- —Follow directions to prepare simple party refreshments such as kool-aid, instant pudding, simple cookies, or popcorn.
- —Learn your class's routine to be followed in a fire drill.
- —With the help of your teacher, formulate acceptable free time activities. Construct a chart of these activities and follow the directions.
- —Role play a new student and tell him how to get to various parts of your building.
- —Dramatize safety measures in walking to and from school. Role play a traffic light, patrol boy, pedestrian, or automobile.
- —Dramatize situations which demonstrate appropriate indoor and outdoor voices.
- —Discuss the fact that goodmanners are really only considerations for others.
- —Formulate and chart acceptable rules of behavior for the various classroom activities.
- —Write or dictate a story finishing this sentence, "When I am working I like other people to ______________________________."
- —Write or dictate a story finishing this sentence, "When other people are working I should ______________________________."

POSSTEST:

- —Ask teacher for posttest.

QUEST SUGGESTIONS:

- —Learn a new game and teach it to your classmates.
- —Make posters to be displayed in the hallways to remind others to be considerate.

HOME ECONOMICS K-2

CHILD DEVELOPMENT

UNIT TITLE: CHILD DEVELOPMENT

CONCEPT: Self Concept-Self Identity

OBJECTIVES:

—Recognize three ways in which you are alike and different from other children in the room.
—Tell three things you needed when you were a baby and that you still need.
—List three tasks which you can perform now which you could not do at this time last year.

PRETEST:

—Name three ways in which you are like every other child in the room and three ways in which you are unique.
—List three things you needed when you were a baby that you still need.
—Demonstrate three tasks which you can perform now which you could not do at this time last year.

LEARNING STRATEGIES:

—Ask each person in your class to draw a picture of himself.
—Talk about the pictures and discuss those features which appear in every picture.
—Think about and list those features which might have appeared on every picture.
—Identify and discuss those features which did or could appear only on your picture.
—Think about and discuss the topic, "In some ways all people are alike; in some ways all people are different."
—Visit the mother of a baby. Talk with her about the things the baby needs.
—Make a chart with pictures showing the things a baby needs, the things that you need, and things that you both need.
—Bring in your baby pictures and discuss how you have changed since you were a baby and in what ways you are the same.
—Interview a parent who is a doctor or nurse about the things which all people always need.
—Discuss some of the tasks that you can do which were very difficult for you to learn to do.
—Help the class to make a list of five things everyone in the classroom might learn to do.
—Choose a partner and help each other learn to do the tasks in the above activity.
—Draw a picture of yourself doing the most difficult thing you ever learned to do.
—Pretend that you will awake in the morning being able to do a task which you cannot do now. Draw a picture of yourself doing it.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Find out how your first name was chosen.
—Talk with your parents about when you were little.
—Ask someone at home to help you learn something which you cannot do now. Tell or demonstrate to the class your accomplishment.

CHILD DEVELOPMENT

UNIT TITLE: **CHILD DEVELOPMENT**

CONCEPT: **Reproduction-Awareness**

OBJECTIVE:
—Recognize that all living things reproduce their own kind.

PRETEST:
—Recognize pictures of five mother animals and match them with their young.

LEARNING STRATEGIES:
—Visit a farm or zoo and observe mother animals and their babies.
—View a film on animal babies.
—Make a bulletin board of pictures showing animals and their babies.
—Read stories about animals and their babies.
—Keep a mated pair of gerbils, white mice, or guinea pigs in the classroom and observe them and their young.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Write a story about a animal family.

FOODS AND NUTRITION

UNIT TITLE: FOODS AND NUTRITION

CONCEPT: Nutrition-Identification of Nutritious Foods

OBJECTIVE:

—Identify five nutritious foods.

PRETEST:

—Given pictures of ten foods, choose five nutritious ones.

LEARNING STRATEGIES:

—Discuss experiences with foods you like and dislike.
—Look at pictures of the four basic food groups and collect labels and pictures for classification and display.
—Plan, prepare, and serve a balanced breakfast as a class project.
—Plan, purchase, and prepare nutritious midmorning snacks to sell to others in school.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Help Mother plan and prepare a meal at home.
—Draw or find pictures to illustrate breakfast, lunch, and dinner for one day.

FOODS AND NUTRITION

UNIT TITLE: FOODS AND NUTRITION

CONCEPT: Manners-Use

OBJECTIVE:
—Demonstrate table manners acceptable in the school lunch room.

PRETEST:
—Tell about good manners for children in the school lunch room.

LEARNING STRATEGIES:
—Discuss the purpose of table manners.
—Discuss those manners which help to make a meal pleasant for everyone.
—Plan and present skits showing good table manners.
—Demonstrate proper place setting and use of eating utensils.
—View and discuss a film on manners.
—Eat as a group in the cafeteria and concentrate on good manners.
—Eat lunch in a restaurant with the class.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Prepare posters using three-dimensional objects to show correct table setting.

FOODS AND NUTRITION

UNIT TITLE: FOODS AND NUTRITION

CONCEPT: Supplying Food-Workers

OBJECTIVE:

—Name five workers who may be involved in getting food to you.

PRETEST:

—Given pictures of ten people at work, identify five who are food workers.

LEARNING STRATEGIES:

—Discuss ways food is produced such as farming, fishing, dairying, or cattle raising.
—Visit a farm, orchard, or hennery.
—Talk with the home economics teacher about food processing.
—View a film on food transportation or visit a supermarket to watch a truck unload.
—Prepare a mural showing people who help to bring food from its source to your home.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Dramatize the roles of various workers in the life of a carrot or other vegetable from the time it travels from the seed package to the table.
—Make a list of all the people involved in your food supply for a day.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: **Purpose of Clothing-Needs**

OBJECTIVE:
—Tell two basic reasons why we wear clothing.

PRETEST:
—Choose two articles of clothing and tell the purpose for wearing each of them.

LEARNING STRATEGIES:
—Discuss how weather affects our daily choice of clothing.
—Dress teacher-constructed doll with appropriate clothing for the day.
—Use flannel board to indicate weather and items of clothing appropriate for the day.
—Read in basic social studies book how climate affects the choice of clothing in various geographic areas.
—Collect pictures and make class collage of people whose occupation can be identified by uniform.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Create a story about a child and his rainy day clothing.
—Draw three different pictures of the same child showing him dressed in clothing for three different kinds of weather.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Securing of Clothing-Source

OBJECTIVE:
—Tell two materials from which clothing is made.

PRETEST:
—List two materials from which clothing is made.

LEARNING STRATEGIES:
—Feel samples of cotton and wool materials and discuss their characteristics.
—Identify cotton and wool items of clothing worn by students in the classroom.
—See pictures of cotton growing and examine dry cotton bolls.
—Pull apart pieces of cotton and experiment with twisting the fibers into threads.
—Visit a farm at sheep shearing time.
—Examine samples of raw wool and comb it.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Learn to knit.
—Weave a potholder.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: **CLOTHING, TEXTILES, AND RELATED ARTS**

CONCEPT: **Care of Clothing-Awareness**

OBJECTIVE:

—Recognize three ways in which one can care for his clothes.

PRETEST:

—Explain three ways in which one can care for his clothes.

LEARNING STRATEGIES:

—Discuss the importance of hanging up clothes and identify a coat hook for each child.
—Earn positive reinforcement for picking up misplaced articles of others.
—See the teacher demonstrate how paint stains cloth. Discuss the importance of wearing smocks to protect one's clothing.
—Locate a storage area for smocks.
—Discuss those clothes that are appropriate for play, work, school, or dress up occasions.
—Participate in simple demonstrations showing the effects of abrasion, sharp objects, and stains on clothing.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Make a collection of labels from clothing-care products such as soaps, fabric softners, or bleaches.
—Visit the drycleaners and have him demonstrate how to remove stains.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT TITLE: HOUSING, HOME FURNISHINGS, AND EQUIPMENT

CONCEPT: Housing-Common Features

OBJECTIVE:
—List three features that all houses in your neighborhood have in common.

PRETEST:
—Tell three features that all houses in your neighborhood have in common.

LEARNING STRATEGIES:
—Take a looking walk and make a list of things all houses seem to have.
—Check at your house and see if it has these same features.
—Using cartons, build a house showing as many of these features as you can.
—Make a picture of your house, cut it out, and add it to a mural showing the houses of all members of the class.
—Discuss why houses have common features.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Visit a house under construction and identify unique features.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: Economic System-Spending Habits

OBJECTIVE:

—Identify two ways in which having a weekly allowance of 30¢ would change your spending habits.

PRETEST:

—Tell two ways in which having a weekly allowance of 30¢ would change your spending habits.

LEARNING STRATEGIES:

—Find the meanings of the words recession and prosperity and decide which one applies to your new allowance.

—Itemize your personal spending for a period of two weeks. Label those purchases which are needs and those which are wants.

—List some ways you could supplement your weekly allowance.

—With your parents' permission bring a toy or game you no longer use. Trade your discarded toy with a friend for a toy you consider equal in value to yours.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Choose an item that you would like to have now. Explain why you would or would not still want that item at the time you would be able to afford it by saving all or part of your 30¢ allowance.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: **MANAGEMENT AND CONSUMER EDUCATION**

CONCEPT: **Earning an Income-Interdependence of Consumers and Producers**

OBJECTIVE:

—Design a chart which illustrates that expenditures of one family may be income for another family.

PRETEST:

—Use a chart which you have made to show how the expenditures of one family may be income for another family.

LEARNING STRATEGIES:

—Using assembly line techniques, make memo pads to sell to the rest of the school. Tell how your income depends upon other children's spending.
—Write a story with a title such as "The Day No Money Was Spent", "No Services For Sale", or "All Producers on Vacation".
—Role play the adventures of a day in the life of a dollar.
—Talk with your family about how your income depends on someone else's spending.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Tell how your purchase of a pair of leather shoes could help a cowboy in Wyoming buy a Mickey Mouse watch for his son's birthday.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: How and Why we Buy-Opportunity Cost

OBJECTIVE:

—Identify a $5 item you would like to buy and list five other items or experiences you would have to give up in order to buy the desired item.

PRETEST:

—Select a $5 item you would like to buy and list five other items or experiences you would have to give up in order to buy the desired item.

LEARNING STRATEGIES:

—Choose a toy or game that you would like to own. Make a chart showing prices of toys, treats, and admissions for which you now spend your allowance. Use the chart to find out how many of the listed items add up to the cost of the particular game or toy you would like to own.

—Use pictures to make number sentences. On one side of the equal sign put one toy. On the other side put pictures of toys whose total cost would equal the price of the first toy.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTION:

—Make a cartoon about a child's deciding what to buy for birthday gifts, holiday presents. Indicate what he has decided to give up in order to buy one of the gifts.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: **PERSONAL, FAMILY, AND COMMUNITY RELATIONS**

CONCEPT: **Sharing-Responsibilities**

OBJECTIVE:

—List three ways in which you and two other classmates might organize and carry out for one week the housekeeping responsibilities in the classroom.

PRETEST:

—Tell three ways in which you and two other classmates might organize and carry out for one week the housekeeping responsibilities in the classroom.

LEARNING STRATEGIES:

—Make a list of the necessary housekeeping chores in the classroom.
—Have each member of a committee choose his fair share of duties.
—Check with each member of the committee to be sure that he knows where needed supplies are kept.
—Chart the date and time each plans to perform his duty.
—Take turns being supervisor to see that individual housekeeping chores are being completed.
—Ask for evaluations of your efficiency from the students of your classroom.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—For one week assume the housekeeping responsibilities for all the play areas in and around your house. Ask your parents for an evaluation of your work.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: PERSONAL, FAMILY, AND COMMUNITY RELATIONS

CONCEPT: Working Relationships-Cooperating with Peers

OBJECTIVES:

- Construct four rules which would help you and your classmates to work independently without disturbing each other.
- Demonstrate the ability to express your own ideas and to consider the ideas of others in solving classroom problems.

PRETEST:

- From a list of six work rules, identify four which would help you and your classmates to work independently without disturbing each other.
- Express your own ideas and demonstrate that you can consider the ideas of others in solving a classroom problem.

LEARNING STRATEGIES:

- With the help of your teacher, learn the locations of the quiet areas, activity areas, resource areas, and supplies. Make a map of these areas and post it in a place accessible to all children.
- Make a list of things that distract you while you are working. Convert these distractions into positive behavioral goals for you to follow while others are working.
- Invite the science teacher in to present a demonstration on sound.
- Construct and decorate study carrels for children to use when they need them.
- Use a class discussion to revise the playground rules in a manner which seems fair to the majority of students.
- Take turns being members of a committee to rearrange the room to try to solve a space problem.
- Write a story from the viewpoint of someone whose abilities, skills, and experiences are different from your own.
- As a class, compose a diplomatic letter requesting a change in certain cafeteria rules.

POSTTEST:

- Ask teacher for posttest.

QUEST SUGGESTIONS:

- With a friend or a committee construct a model of the ear and demonstrate to the class how we hear.
- Write to your congressman and ask him how the mail from his constituents influences his decisions.

HOME ECONOMICS 3-4

CHILD DEVELOPMENT

UNIT TITLE: CHILD DEVELOPMENT

CONCEPT: Self-Concept-Self-Appreciation

OBJECTIVES:

—Identify three of your characteristics which would cause your peers to like you.
—List five characteristics and abilities of most children your age.
—List four ways you can see you have grown since first grade.

PRETEST:

—List three of your characteristics which would cause your peers to like you.
—From a list of eight possible characteristics and abilities, choose five which most children your age have.
—Tell four ways you can see you have grown since first grade.

LEARN STRATEGIES:

—Finish the following sentence, "I like someone who ____________ ____."
—List one the chalkboard all the characteristics which have been mentioned in the sentences.
—Think about which of the characteristics you have.
—Choose a small group and dramatize three ways in which a new child in the class might be treated. Decide upon the way which is most nearly like the manner in which you would probably treat a newcomer.
—Write a paragraph to finish the following sentence, "If I were someone else, I would like me because ________________ ____."
Share your stories with your teacher.
—Make a list of ten characteristics and/or abilities which you feel are common to most children your age.
—Read about everyday lives of children in other countries and cultures. Compare their characteristics and abilities with yours.
—Collect magazine pictures of children typical of your age level and discuss characteristics which identify them as individuals.
—Observe first graders on the playground or at home.
—Compare a picture of yourself in first grade with a picture of you as you are now.
—Talk with your mother about why she must replace for you clothes that are still wearable.
—Check with parents or school nurse about how your hieght, weight, and teeth have changed since first grade.
—Talk with the school nurse about how children grow.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Talk with your teacher, parents, or guidance counselor about a characteristic of yours which needs to be improved.
—Read childhood biographies of famous people. Note their characteristics at your age.
—Draw pictures of ten things at home which you can reach now, but could not reach when you were in first grade.

CHILD DEVELOPMENT

UNIT TITLE: CHILD DEVELOPMENT

CONCEPT: Reproduction-Animal

OBJECTIVE:
—Describe two different ways in which animals are born.

PRETEST:
—Given the name of one mammal and one bird, tell how the young of each are born.

LEARNING STRATEGIES:
—Read the chapter on animals in your science book.
—Choose an animal and report on its life cycle.
—Make a chart showing animal classifications and be sure to indicate their methods of reproduction.
Locate on the chart the animal which was the subject of your report.
—View a movie on classification of animals.
—Visit a hatchery or hatch eggs in the classroom.
—Keep mated pairs of gerbils, white mice, guinea pigs, or guppies in the room.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—As a small group project make a papier-mache model of one animal from each group such as mammals, birds, invertebrates, or others.

FOOD AND NUTRITION

UNIT TITLE: FOOD AND NUTRITION

CONCEPT: Nutrition-Relationship Between Food and Health

OBJECTIVE:
—Explain the relationship between food and health.

PRETEST:
—List two ways food is related to health.

LEARNING STRATEGIES:
—Discuss the food needs of growing children.
—Talk with a health nurse, physician, dietitian, or home econom[illegible] teacher about the relationship of food and health.
—Classify pictures of foods into the four basic food groups.
—From a given list of foods, plan a nutritious and acceptable menu for a day's meals and snacks.
—Choose a group of classmates to create and present a skit about substances such as tobacco, alcohol, and harmful drugs which can harm the body.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Talk to a hospital dietitian and report to the class on special meals for special health problems.
—Interview your mother on how she plans the family meals.
—Visit your local police department and ask the officers to tell you about the most common harmful drugs.

FOOD AND NUTRITION

UNIT TITLE: **FOOD AND NUTRITION**

CONCEPT: **Manners-Recognition**

OBJECTIVE:

—Know and practice table manners suitable for children of your age.

PRETEST:

—Identify acceptable table manners from a given list.

LEARNING STRATEGIES:

—Discuss how your table manners have changed since you were a preschooler.

—Demonstrate proper eating procedures for different foods.

—Compile and chart a list of those table manners which make mealtime pleasant.

—Form groups of six or seven children. Each group will invite one member of the school staff to be a guest at lunch. Each child will bring his own sack lunch plus one planned item of food for his group's guest. Table decorations, invitations, menu planning, selection of guests, and host and hostess duties will be entirely the responsibility of the students.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Research the origin of table etiquette and use of eating utensils.

HOME ECONOMICS 3-4

FOOD AND NUTRITION

UNIT TITLE: **FOOD AND NUTRITION**

CONCEPT: **Supplying Food-Production**

OBJECTIVE:

—Identify three workers and three processes involved in supplying food.

PRETEST:

—List three workers and three processes involved in supplying food.

LEARNING STRATEGIES:

—Read about and discuss very early methods of procuring foods such as primative farming, fishing, and hunting.

—Read in social studies books about American pioneer methods of getting and preserving food.

—Process food by pioneer methods:

a. Grind corn for meal
b. Make butter
c. Dry apples, corn, beans
d. Bake bread.

—Prepare the processed foods for sampling.

—Choose two partners to form a group. The group will choose one worker involved in supplying food. Interview him about his job and report back to the class.

—Write a paragraph comparing modern methods of home food processing with pioneer methods.

—Have a dress-up day when each child comes dressed as one of the people who help to supply and process food.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Find out what the requirements are for a food handler's license.

—Bring from home labels, pictures, names, or actual samples of any one item which has been processed in three different ways.

—Write a report about Louis Pasteur or any other individual who pioneered in safe food processing.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Purpose of Clothing-Trends

OBJECTIVE:
—Illustrate three ways clothing customs, styles, and materials have evolved.

PRETEST:
—Tell three ways clothing customs, styles, and materials have evolved.

LEARNING STRATEGIES:
—Examine pictures and read about clothing styles indigenous to various climatic areas.
—Discuss how climate necessitates the wearing of particular clothing.
—Identify modern inventions such as air conditioners which modify climate and so have changed clothing habits.
—Using an encyclopedia and other reference materials, make an illustrated time line showing how children's clothing styles have changed since Civil War days.
—Review the properties of wool and cotton fibers and compare them with those of man made fibers.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Research the original purpose of various items of a cowboy's regalia.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Securing of Clothing-Manufacturing Process

OBJECTIVE:
—Identify five workers who are involved in the process of clothing production.

PRETEST:
—List five workers who are involved in the process of clothing production.

LEARNING STRATEGIES:
—Watch a demonstration of spinning and/or weaving by a local artisan.
—View a film showing the modern mechanical process of weaving and spinning.
—Invite the chemistry teacher in to show how chemists produce synthetic fibers and dyes.
—Create a series of pictures of people who help us to have clothing. Mount on a roll of paper and show as a "box movie."
—Use a felt tipped pen and unbleached muslin to produce a material of original design. Make from this an apron, neckerchief, or similar simple garment.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTION:
—Demonstrate the laying out of a pattern and cutting of a simple garment.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Care of Clothing-Skill Development

OBJECTIVE:
—Perform three tasks which contribute to the care of one's clothing.

PRETEST:
—Demonstrate three tasks which contribute to the care of one's clothing.

LEARNING STRATEGIES:
—Help the class make soap as it was made in pioneer times.
—Invite the home economics teacher to demonstrate and explain the cleaning properties of modern detergents.
—Arrange to watch mother iron a shirt or blouse. Write a report on the proper technique of ironing.
—Choose a partner and demonstrate the correct way of shining leather shoes.
—Investigate safe ways of removing stains from various kinds of fabrics.
—Determine proper procedure for taking knit shirts from the dryer or line and folding them for storage.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTION:
—Demonstrate the proper technique of sewing on a shirt button.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT TITLE: HOUSING, HOME FURNISHINGS, AND EQUIPMENT

CONCEPT: Housing-Types

OBJECTIVES:

—Describe the homes or nests of three different kinds of creatures other than people.
—Identify three ways climate affects man's choice of housing.

PRETEST:

—Tell about the homes or nests of three different kinds of creatures other than people.
—Tell three ways climate affects man's choice of housing.

LEARNING STRATEGIES:

—Invite the science consultant in to talk about various kinds of nests.
—View a film about animal homes.
—Make a collection of abandoned bird nests and compare them.
—Visit a rabbit farm and see the kinds of nests they make.
—Keep a pair of gerbils or mice in the classroom and observe their nesting habits.
—Choose an animal, fish, or bird; research its nesting habits and report to the class.
—After seeing pictures of houses in three climatic areas of the world, discuss how the houses are alike and different.
—Make a chart showing those house features which are unique to certain climates.
—Talk with a builder about those house features which are necessary for the climate in which you live.
—Investigate your own house and find ten building features or techniques which would not be necessary in another climate. Report to the class.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Use magazine pictures to construct a bulletin board about nests.
—Consider and explain how your own room is your nest.
—Write a make believe story in which a house has been magically moved from one climate to another; have the house tell how it was not suited for the new location.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: Economic System-Multiple Roles

OBJECTIVE:

—Illustrate by means of a chart three ways in which you are a consumer and three ways in which you are a producer.

PRETEST:

—Design a chart and use it to illustrate three ways in which you are a consumer and three ways in which you are a producer.

LEARNING STRATEGIES:

—Make several copies of the same figures to represent a mother and a father. Use various media to create costumes for the figures depicting various roles each parent plays. Mount the figures on a producer-consumer mural.

—Debate—"The Consumer is King."

—Compose a ballad with an original or parodied tune telling about "The Producer is the Consumer."

—Plan a program for younger children using original songs, poems, skits, and stories about an individual's consumer and producer roles.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—View a filmstrip independently such as "The Role of Consumers." Report your findings to the class.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: **Earning an Income-Relationship of Income to Spending**

OBJECTIVE:

—Determine, by means of class discussion, the validity of the statement, "Basic to spending is the amount of income."

PRETEST:

—Given the statement, "Basic to spending is the amount of income", list three ways in which the statement might be true.

LEARNING STRATEGIES:

—Using the following considerations, plan spending for simulated individuals or families:
  Expected income
  Fixed costs
  Variable costs
  Emergencies

—Talk with your parents and find out the approximate amount they spend on your clothing in a year. With this information, budget your projected clothing expenditures for the coming year.

—Talk with a family member or friend who owns a car about why he didn't buy sooner the kind of car he now owns.

—Analyze how having a paper route would change your spending habits.

—Hypothesize what would happen if the wage earner in your family should suddenly have his wages reduced by 50%.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTION:

—Interview a new bride and her mother and ask them to compare their present spending habits.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT AND CONSUMER EDUCATION

CONCEPT: How and Why we Buy-Goals and Values

OBJECTIVE:

—Identify an item which you recently acquired and tell three factors which determined your wanting that item.

PRETEST:

—Tell three factors which determined your wanting an item which you recently acquired.

LEARNING STRATEGIES:

—Role play a mock trial. Defend your decision to buy a transistor radio in a court where you are being accused of wanting something you don't need. Prepare your defense in outline form.

—Develop a five segment soap opera "Keeping Up With the Joneses". Incorporate such concepts as income underlies spending, purchases reflect values, or in some instances we purchase prestige rather than product. Write satirical commercials extolling that product which you purchased in the first activity.

—Make a list of ten advertising slogans such as "You Know It's Swell if It's Mattell" or "Wouldn't You Really Rather Have a Buick?" Analyze the slogans and decide if they really tell the buyer anything.

—Construct case studies about children near your own age who have similar wants but diverse income and family circumstances. In small groups discuss the likely spending patterns of various children.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTION:

—Interview the manager of a hobby shop and ask him for a list of reasons children and teenagers give him for their buying various products.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: PERSONAL, FAMILY, AND COMMUNITY RELATIONS

CONCEPT: Sharing Ideas and Responsibilities

OBJECTIVE:

—Demonstrate that you can cooperate in a group project which followed a group decision with which you did not concur.

PRETEST:

—Explain how you would have cooperated in a group project which followed a group decision with which you did not concur.

LEARNING STRATEGIES:

—Plan a class outing. Choose among a picnic, skating party, square dance, or swimming party.

—Participate in the class's welfare project at Christmas time. Consider knitting an afghan, collecting and repairing of toys, or preparing and distrubuting food.

—Choose individual research topics in social studies. Let the class decide the best way to report findings and plan to do your report in this manner.

POSTTEST:

—Ask the teacher for posttest.

QUEST SUGGESTION:

—Check the newspaper or the congressional record to see how your congressman votes on current bills and tabulate the number of times his vote agrees and disagrees with the majority.

PERSONAL, FAMILY, AND COMMUNITY RELATIONS

UNIT TITLE: **PERSONAL, FAMILY, AND COMMUNITY RELATIONS**

CONCEPT: **Working Relationships-Functioning in Diversified Groups**

OBJECTIVES:

—Perform assigned tasks effectively with a minimum of adult supervision.
—Demonstrate the ability to respect the opinions of others.

PRETEST:

—Demonstrate that you can perform an assigned task with a minimum of adult supervision.
—Tell three instances in which you have respected the opinions of others.

LEARNING STRATEGIES:

—Plan with your teacher an appropriate social studies topic, investigate it independently, and report your findings to the class in some way other than an oral or written report.
—Plan with your teacher for a science project which would enhance a classroom learning. Carry out the project independently, confer periodically with your teacher to report your progress and receive suggestions.
—Read and dramatize the story of the constitutional convention. Bring out differences of opinion and how they were resolved.
—Role play a discussion among a child, parent, and grandparent in order to hear different opinions of current patterns in clothes, hair styles, and allowances.
—Choose a classmate with whom you usually disagree and find three examples of good reasoning in his contributions to a class discussion.
—Collect pictures to illustrate differences in people as well as in material things. Discuss how these differences make life more interesting.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Form a small group and set up a relaxation area in one section of your classroom. Devise worthwhile and interesting activities to be carried out in this area. Formulate rules for using the area and schedule times when a child acting as librarian, monitor, or director will be on duty. Make appealing and appropriate bulletin boards or displays for your "learning lounge".
—Compare your opinions about T.V. programs with other members of your family. In what ways do you differ? Discuss why this might be true.

HOME ECONOMICS 5-6

CHILD DEVELOPMENT

UNIT TITLE: CHILD DEVELOPMENT

CONCEPT: Self-Concept-Self-Development

OBJECTIVES:

—List five accomplishments which you feel you can do well.
—Distinguish a physical, emotional, social, and intellectual need for all children your age.
—Contrast the growth patterns of five individuals in your class, having been given the height, weight, and birth dates.

PRETEST:

—Name five accomplishments which you feel you can do well.
—Given a list of ten needs for children of your age, classify them as physical, emotional, social, or intellectual.
—Contrast the growth patterns of five individuals in your class, having been given the height, weight, and birth dates.

LEARNING STRATEGIES:

—Give yourself 15 minutes to make a list of as many activities as you can think of that you can perform. Draw a balance scale. In one pan depict all these activities which you can do well and in the other pan indicate those skills which you still need to perfect.
—Trade pictures with a friend and try to find for each other additions for the pans containing those things which you can do well.
—Keep a daily log of all your activities for one week. What percentage of your time was given to fulfilling basic physical needs?
—Take turns leading class discussions on topics similar to the following:
"Things That Worry Me"
"Things That Frighten Me"
"Words That Make Me Feel Good"
After these discussions, compile a list of emotional concerns which many children your age seem to have.
—Write your interpretations of the adage "No Man is an Island" and discuss various interpretations with classmates.
—Choose a small group and devise and present a skit entitled "Life is Spelled With Three R's".
—Study the section on graphs in your math book. Make graphs to compare the growth patterns of the individuals whose dimensions you have been given.
—Contact the school nurse for the records of these people three years previously and make graphs.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Choose a prominent person whom you admire. Write a letter to him and ask him to tell you how he embarked upon his present career and whether or not his present work was an interest of his when he was a child.
—Read **My Side of the Mountain,** Dutton Publishing Co., 1956, by Jean George. As you read consider how Sam Gribley retained and satisfied his basic human needs even when he was totally isolated from other people.

—With your classmates and teacher discuss ways of finding emotional exhilaration that would be more productive and rewarding than using drugs.

—Measure the height, leg, arm, foot, and hand lengths of each member of the class. Find the average of each of the above measurements. Using scrap lumber, hinges, and strings build a skeleton whose measurements correspond to the averages which you found previously. Does anyone in the class precisely fit the dimensions of the average class member?

HOME ECONOMICS 5-6

CHILD DEVELOPMENT

UNIT TITLE: CHILD DEVELOPMENT

CONCEPT: Reproduction-Human

OBJECTIVES:

—Recognize that humans, like all living things, reproduce in a manner which is true to their species.

—Recognize changes in your own body that foretell your future capacity for reproduction.

PRETEST:

—Generalize about the reproduction of a given species.

—List three changes which have or will occur in your own body that will fortell your capacity for reproduction.

LEARNING STRATEGIES:

—With the help of your parents develop a family tree for as far back as feasible.

—Talk to a breeder of dogs, cats or horses about certain characteristics of their various animals.

—With the help of your science book determine whether or not there are many biological characteristics which are unique to human beings.

—Ask the school nurse or gym teacher to lead discussions about bodily changes which you will soon be undergoing.

—During the course of the school year, breed several generations of mice in the classroom. Examine the young mice carefully for any variations from their ancestors.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Visit a biology laboratory to see slides of protoza in the process of division.

—Discuss with an animal breeder how animals are bred for certain characteristics.

—Show girls the film on menstruation, "So You're Growing Up".

—Have a registered nurse talk with the girls on menstruation.

—Report on the life and work of Gregor Mendel.

—Talk with a doctor about possible problems that might be passed to children by their parents' use of drugs.

FOOD AND NUTRITION

UNIT TITLE: FOOD AND NUTRITION

CONCEPT: Nutrition-Body Needs

OBJECTIVE:

—Explain the human body's need for and use of nutritional food.

PRETEST:

—Describe the human body's need for and use of nutritional food.

LEARNING STRATEGIES:

—Read about the digestive process in a good science book and discuss in class

—View films on the digestive process.

—Ask the science teacher to demonstrate chemical changes similar to those which occur in the digestive process.

—Review the basic food groups and what each group does for the body.

—Make a large chart showing the relationship between various foods and specific body needs.

—Have a nurse, dietetion, or doctor talk to the class about the various human diseases which are caused by lack of certain food elements.

—Discuss the topic "Malnutrition is not always a disease of the poor".

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Keep a record of your own daily food intake and use the chart to evaluate your own diet.

—Devise a demonstration by which you can show how we can test for starch, protein, and/or fat in given foods.

FOOD AND NUTRITION

UNIT TITLE: FOOD AND NUTRITION

CONCEPT: Manners-Appreciation

OBJECTIVE:

—Recognize and practice table manners suitable for your life style and begin to accept different life styles.

PRETEST:

—List two table customs which are acceptable in other countries but not in our country.

LEARNING STRATEGIES:

—Act as host or hostess at each lunch table in the cafeteria to keep conversation moving on acceptable subjects.
—Investigate and report on customs and table manners of different nations.
—Dramatize a meal with people of various countries eating the same food.
—View a film about table manners.
—See a resource person demonstrate the Japanese tea ceremony.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Write a letter to a student in a foreign country describing your school lunch time to him and asking the foreign student to write and describe his lunch and lunch time.

FOOD AND NUTRITION

UNIT TITLE: FOOD AND NUTRITION

CONCEPT: Supplying Food-Technology

OBJECTIVE:
—Illustrate three ways supplying food involves many kinds of specialized jobs.

PRETEST:
—Tell three ways supplying food involves many kinds of specialized jobs.

LEARNING STRATEGIES:
—Investigate and report on the kinds of equipment used in modern day farming.
—Investigate laws governing food content, preparation, and dispersion. Report to the class and discuss.
—Interview a food processor to find out what training is required for various jobs within his operation.
—Ask the home economics teacher to discuss the homemaker's role in supplying food for the family.
—Construct a flow chart showing how various workers earn a living in the total process of bringing a food such as bread to the family table.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTIONS:
—Visit a supermarket and investigate and record the number of ways potatoes are processed and offered to the consumer.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: **CLOTHING, TEXTILES, AND RELATED ARTS**

CONCEPT: **Purpose of Clothing-Function**

OBJECTIVE:

—Distinguish three purposes of clothing.

PRETEST:

—Illustrate three purposes of clothing.

LEARNING STRATEGIES:

—Discuss the various ways clothing can convey impressions of oneself to others.

—Have each individual use magazines, catalogs, and newspaper ads to find pictures of items of clothing which he would like to add to his present wardrobe because he feels they express his personality.

—Mount the collected pictures into a collage. Cut a silhouette of the student's profile from the collage. Construct a bulletin board using the collage profiles.

—Given a hypothetical $50 charge account, select a summer wardrobe from a mail order catalog. During a class discussion compare the selections and analyze the creativity of each.

—Choose an occupation which requires a uniform and investigate the origin and significance of the uniform and report to the class.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Debate, in terms of clothing, the adage "You Can't Tell a Book By Its Cover".

—Read Edgar Arlington Robinson's poem "Richard Cory" and analyze the importance of appearance in the poem.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Securing of Clothing-Economic Aspects

OBJECTIVE:

—Explain how the retail merchant earns his living while helping us secure our clothing.

PRETEST:

—Tell how the retail merchant earns his living while helping us secure our clothing.

LEARNING STRATEGIES:

—Use the dictionary to learn the meanings of the following words: capital, investment, wholesale, retail, and profit.
—Invite a retail merchant in to talk about merchandising.
—Compare the price of similar brand name garments in various stores and ascertain if size of store seems to affect the price.
—Invite the social studies teacher in to demonstrate by flow chart how our clothing dollar helps to support various workers.
—Determine the role of the retail merchant in the flow shown by the chart.
—Interview a retail clothing merchant and have him tell why his business is seasonal.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTION:

—Create and try to sell for profit a simple article of clothing.

CLOTHING, TEXTILES, AND RELATED ARTS

UNIT TITLE: CLOTHING, TEXTILES, AND RELATED ARTS

CONCEPT: Care of Clothing-Consumer Information

OBJECTIVE:
—Tell two pieces of information pertaining to care likely to be found on clothing labels.

PRETEST:
—Tell two pieces of information pertaining to care likely to be found on clothing labels.

LEARNING STRATEGIES:
—Make a collection of facsimiles of cleaning instruction labels from various items of clothing.
—Compare washing instructions found on items made of cotton and those made of synthetic.
—Pretend you are Benjamin Franklin reincarnated. Dramatize his dilemma in trying to interpret washing instructions and fiber content found on the label of a polyster knit shirt.
—Investigate the significant of International Ladies Garment Workers Union lable.
—Compare the labeling on foreign made garments with those made in the U.S.A.

POSTTEST:
—Ask teacher for posttest.

QUEST SUGGESTION:
—Investigate what information is required by federal law to be on clothing labels.

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

UNIT TITLE: HOUSING, HOME FURNISHINGS, AND EQUIPMENT

CONCEPT: Housing-Trends

OBJECTIVE:

—Identify ten ways American homes have change since pioneer days.

PRETEST:

—List ten ways American homes have changed since pioneer days.

LEARNING STRATEGIES:

—Read in any good social studies book about pioneer houses and home life.
—Visit a restored pioneer area house.
—Contact a local builder and ask him how building techniques have changed in the last ten years.
—Examine your own house and make the longest possible list of building materials unheard of in pioneer days which are used in your house.
—Find and report upon new uses of old materials.
—Interview an architect on differences anticipated in the future.

POSTTEST:

—Ask teacher for posttest.

QUEST SUGGESTIONS:

—Make a display of building materials which are man made such as plastic pipe and fiberglass insulation.

SUGGESTED RESOURCES

FILMSTRIPS

Eye Gate House, Inc., Jamaica. New York

Manners Make a Difference Do's and Don't in Good Manners
Manners Make a Difference Good Manners at School
Manners Make a Difference Table Manners

McGraw-Hill, 330 West 42nd Street, New York, N.Y., 10036.

Arithmetic Series Percentage and Using Money
Food For Health
Health and Growth
How to Grow Well and Strong

Society for Visual Education, Inc., 1345 Diversity Parkway, Chicago, Illinois, 60604.

How We Get Our Clothing Story of Cotton
How We Get Our Clothing Story of Leather
How We Get Our Clothing Story of Wool
Learning to Live Together Chuck Learns About Sharing
Learning to Live Together Learning How To Be Liked

SUGGESTED RESOURCES

FILMS

Coronet Films, 65 East South Water Street, Chicago, Illinois, 60601.

- **Beginning Responsibility: Learning to Follow Directions**
- **Beginning Responsibility: Using Money Wisely**
- **Birds and Their Homes**
- **Clothes Around the World**
- **Communities Depend On Each Other**
- **Farmyard Babies**
- **Food That Builds Good Health**
- **Getting Along With Others**
- **Health Heroes: The Battle Against Disease**
- **Let's Share With Others**
- **Pioneer Living: The Farm**
- **Pioneer Living: The Home**
- **Pioneer Living: Preparing Food**
- **Zoo Babies**
- **The Story of Our Money System**
- **Where Does Our Food Come From?**

Churchill Films, 662 N. Robertson Blvd., Los Angeles, California, 90069

What Do Fathers Do?

Encyclopedia Britannica Films, Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois, 61611

Making Cotton Clothing

Film Associates of California, 11559 Santa Monica Blvd., W. Los Angeles, California, 90025.

Behind the Scenes at the Supermarket

Kimberly-Clark Corporation, Neenah, Wisconsin.

So You're Growing Up

GUIDES

Career Motivation Program Grades K-6. Columbus, Ohio: Ohio Department of Education, Division of Vocational Education, Home Economics Section, 1970.

Curriculum Guide for Teachers of Educable Mentally Retarded Children. Dayton, Ohio: Montgomery County Public Schools, 1968.

Grades K-6 Supplement to Consumer Education Curriculum Guide For Ohio. Columbus, Ohio: Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Zip Code 43210.

Homemaking in the Elementary Schools. New Brunswick, New Jersey: New Jersey State Department of Education, Vocational Division, 1964.

Suggested Guidelines for Consumer Education K-12. Washington, D.C.: The President's Committee on Consumer Interests, U.S. Government Printing Office, 1970.

FREE AND INEXPENSIVE MATERIALS

American National Red Cross Washington, D.C.	Write for listing of free postures and booklets.
Automobile Mfgr. Association Educational Service 320 New Center Building Detroit, Michigan	America's Products and Trucks That Carry Them
Bristol Myers Company New York, New York 10020	Basic Food Chart
Campana Corporation Batavia, Illinois	Getting to Know Yourself
Continental Baking Co., Inc. Home Economics Department Post Office Box 73 Rye, New York	A Wheel of Body Building Foods The Story of a Loaf of Bread Teaching Kit for Primary Grades
General Mills Minneapolis, Minnesota	**Booklets** Working and Playing Eat and Grow **Postures** You Need Protection Cereal Grains as Food
J. C. Penney Company Educational and Consumer Relations Dept. 1301 Avenue of the Americas New York, New York 10019	Free folder of materials available.
Kellogg Company Home Economic Services Battle Creek, Michigan	Kellogg Breakfast Game The Best Breakfast to You Each Morning Good Health Record Foods for Growing Boys and Girls
Kerr Dept. 871 Sand Springs, Okla. 74063	Canning and Freezing Booklets
Luther Ford and Company Mrs. Stewart's Liquid Bluing Minneapolis, Minnesota	Home Washing Guide
National Cash Register Co. Dayton, Ohio 45409	Tips on Making Change
Sealtest Consumer Service 260 Madison Avenue New York, New York 10016	What Is a Balanced Diet Your Guide to Nutrients Basic Four Posters

Tampax Incorporated 161 East 42nd St. New York, New York 10017	Accent on You (for younger girls)
United Fresh Fruit and Vegetable Association 777 14th Street, Northwest Washington, D.C.	Health From Field and Orchard Outline Pictures for Coloring

ENTRY LEVEL

Suggested for Seventh and Eighth Grade

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: IT'S YOUR CHOICE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize responsibility for making thoughtful decisions based upon knowledge of resources and other influences in one's life style.

UNIT TITLE: ETHICS IN SHOPPING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will compare one's roles, rights, and responsiblities with those of the sales person, and demonstrate ethical shopping behavior.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize factors which contribute to a positive self-image.

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN AS PEOPLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will provide a safe, healthy physical and emotional environment for a pre-school child.

UNIT TITLE: UNDERSTANDING CHILDREN'S BEHAVIOR

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will identify relationships affecting behavior.

UNIT TITLE: A NEW BABY IN THE FAMILY

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will know what adjustments will have to be made in a family when a baby arrives.

UNIT TITLE: CHILD RELATED CAREER OPPORTUNITIES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will list opportunities and personal qualities for gainful employment in child related occupations.

FOOD AND NUTRITION

UNIT TITLE: FOOD CHOICES FOR TEENS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will explain the effects of food choices on health, energy and physical appearance.

UNIT TITLE: FUN WITH FOOD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will demonstrate cooperative efforts in using basic skills in selection, preparation, and service of foods for nutritious snacks and simple meals.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: IMPROVING PERSONALITY BY BEING WELL-GROOMED

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop a plan to improve her grooming habits thru care of self and the care of clothing.

UNIT TITLE: DEVELOPING SKILLS IN CLOTHING SELECTION

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize factors which will help select clothing according to her knowledge of activities, style and fabric suitability.

UNIT TITLE: CONSTRUCTION OF A SINGLE ARTICLE USING THE SEWING MACHINE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize that efficient and enjoyable construction experiences will require a knowledge of the sewing machine, basic sewing equipment with safety features as well as pattern usage.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: FAMILY SHARING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop effective planning for sharing space, care and safety needs in the home which may increase a family's satisfaction with housing as an environment for living.

ENTRY LEVEL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: IT'S YOUR CHOICE

CONCEPT: Resources

OBJECTIVES:

HR —Explain at least three personal resources which are the most useful in any given role such as: babysitter, cheerleader, band member, oldest child, student or pool attendant.
LS
SD —Describe three ways to substitute an available resource for one that is scarce.
CE

PRETEST:

- —Explain at least three personal resources which are the most useful in one of the following roles: babysitter, cheerleader, band member, oldest child, student or pool attendant.
- —Describe in three situations how to substitute an available resource for one that is scarce.

LEARNING STRATEGIES:

- —Use the dictionary to define resource.
- —Discuss your personal resources with another student.
- —List all resources that are employed by you when you decide to paint your bedroom.
- —Refer to suggested readings concerning human and non-human resources.
- —Plan a skit with another student concerning a camping trip—one person plays human resources and the other the non-human resources.
- —Tell what human and non-human resources normally found at home must be substituted.
- —Prepare a panel discussion with three other students on resources needed by a person selecting three different careers in life. Have one of these roles be that of a homemaker.
- —Ask teacher for a projective list to identify resources and substitutions.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Investigate and report the findings of how a savings account can be used as a personal resource.
- —Report on information you have gathered about the community resources that help you increase your personal resources; for example, the municipal pool to increase your swimming ability.
- —Compare your personal resources to the resources available to the United States Government. Determine some similarities and identify some that are scarce.

ENTRY LEVEL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: IT'S YOUR CHOICE

CONCEPT: Influences

OBJECTIVE:
HR —Explain at least three positive and negative ways that peers, family, communities,
LS social level and news media influence personal decisions.

PRETEST:

—Explain at least three positive and negative ways that peers, family, communities, social level and news media influence personal decisions.

LEARNING STRATEGIES:

—Use the dictionary to define these words: influence, decision, peer and social level. Use each word in a sentence.

—Discuss with the teacher how the following would influence decisions: peers, family, community, social level and news media.

—Watch T.V. for a one-hour period and list positive and negative feelings that you have during that time, such as: mad at a killer, want a bottle of pop or think a commercial is dumb. Should we then assume that T.V. influences people? How much?

—Compare your social and financial position with those of a member of your family, a friend, a neighbor. As you concentrate on each for five minutes, how does it affect your emotions and feelings? Are your personal decisions influenced by these feelings? If so, how much?

—Describe in a paragraph how the *awareness* of outside influences will help you in making decisions.

POSTTEST:

—Ask teacher for post-test.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan a skit "This Is Your Life;" point out influences which have affected the life of the honored person.

—Ask an adult what person influenced him the most in selecting his career, a hobby and where to live. Report findings.

—Ask people in at least three different jobs what influenced them to choose their careers. Write a report or present to the class orally.

—Discuss with a personal friend how you influence each other. Decide the good and bad points and how you can improve your friendship by trying to be a good influence on each other. Report decision.

—Develop a "Slogan Game" to be used at parties. Discuss in the introduction what a large *influence* these ads may have on people when you consider how quickly people recognize them.

—Prepare ads for non-existing items, products or services. Discuss how each would probably affect buying habits and try to sell the item to the class.

ENTRY LEVEL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: IT'S YOUR CHOICE

CONCEPT: Alternatives

OBJECTIVE:
HR —Evaluate five available alternatives and select the best choice for one's life style.
LS

PRETEST:
—Evaluate five available alternatives and select the best choice for one's life style.

LEARNING STRATEGIES:
—Discuss with the teacher the meaning of alternative.
—Get from the teacher a list of ten activities and number them in the order you would like to do them. Compare your list with lists of two other students. Discuss why there may be different alternatives for each student.
—Working with three or four other students, get a case situation on career choices from the teacher and as a group decide the alternatives and choose the best possible one. Report to the class the findings of your group.
—Write a case study about a teenager's personal decision. Evaluate all alternatives in the situation. Discuss with the teacher the best possible choices.
—Observe a homemaker for a day and determine the alternatives available to the person. Analyze the differences if the person were a dual role homemaker.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS;
—Write a song to spell "alternatives".
—Make a film on a transparency film roll with pictures to describe alternatives. (A story, etc.)
—Read **Paradise Island** and report to the group how the alternatives available to the natives changed from the beginning to the end of the story.

ENTRY LEVEL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: IT'S YOUR CHOICE

CONCEPT: Consequences

OBJECTIVE:

HR —Explain acceptance of a changed behavior relating to unpleasant consequences of three recent personal decisions.
HD

PRETEST:

—Explain acceptance of a changed behavior relating to unpleasant consequences of three recent personal decisions.

LEARNING STRATEGIES:

—Use a dictionary to define consequences and write three synonyms.

—Ask teacher for case studies about decision making. Determine the consequences of decision made in each case. Discuss answers with the teacher.

—"To Tell The Truth".

—Working in a small group of students, select one to be a "guest" and the others will be panel members. The "guest" student should write down a personal decision he has made and list his alternatives. Panel members may ask questions to determine which alternative the "guest" chose. Panel members receive points for correct answer. The "guest" must explain in the consequence of his choice, whether it was good or bad and if he accepted it.

—Keep a diary of the decisions that you face daily and record the outcomes. After two weeks, evaluate three different decisions and consequences of each.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Keep a written log of all decisions you make in two days. Answer these questions for each decision—What resources were required to carry through this decision? What was the consequence of each decision?Was it good or bad? Did you accept consequences?

—Periodically report to class how you have reached decisions, accepted consequences, and learned from your mistakes.

—Turn in a Parental Report on behavior change as a result of accepting responsibilities.

—Read **Paradise Island.** Compare the type of decisions made by teenagers in the story to the types of decisions you make.

—Study the consequences of spending all your allowance for records and report any decision you would make for the future.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ETHICS IN SHOPPING

CONCEPT: Teen's Roles

OBJECTIVE:

HR —Develop at least five ethical codes for teen shopping and analyze how each affects teen's roles and the roles of others.
LS
IR

PRETEST:

—List at least five ethical codes for teen shopping and analyze how each affects teen's roles and the roles of others.

LEARNING STRATEGIES:

—Ask teacher for readings on roles of consumers.
—In a small group have a contest to see which group can list the most roles a teenager might assume when shopping.
—Explain influence so another student understands what you mean.
—Explain ethical code so another student understands what you mean.
—From a personal situation, such as seeing a person break a bottle of food on the supermarket floor and then leave it there, create a diagram which shows how that behavior might have affected at least seven people.
—Write a catchy poem or motto that tells teenagers how to behave when shopping. Decorate it as a poster and put it on the bulletin board.
—Invite a person who is active in writing ethical codes for teachers to speak. Ask him to discuss steps in developing codes and the importance of personal ethics.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Select a person and analyze the roles he plays and list ways he serves as consumer, citizen and producer.
—Organize a school campaign about an ethical code for teen shopping.
—Design a puzzle or game that is based on teen roles.

ENTRY LEVEL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ETHICS IN SHOPPING

CONCEPT: Teen's Rights And Responsibilities

OBJECTIVES:

HR —List the five rights of a consumer.
SD —Describe at least five responsibilities associated with consumer rights.
IR —Demonstrate at least three examples of a teen's ethical shopping behavior.

PRETEST:

—List the five rights of a consumer.
—Describe at least five responsibilities associated with consumer rights.
—Demonstrate at least three examples of a teen's ethical shopping behavior.

LEARNING STRATEGIES:

—Ask teacher for readings on consumer rights and responsibilities.

—With another student develop a skit in which one is a consumer and the other, a sales person. Plan the skit to show respect and consideration for one another. Have the teacher help and then present to class for discussion.

—Answer the following questions:
What would you do while shopping if . . .
a. You saw your best friend put lipstick in her purse.
b. You were given too much change.
c. You accidentally break a record.
d. You ripped a hem while trying on a dress.
Now compare answers with two or three other students and discuss why they may differ. As a group, decide what the responsibilities are in each case.

—Interview at least two sales persons or businessmen about their complaints concerning teenage consumers. Prepare a written report as to who was in the wrong—teenage consumer or salesperson.

—Bring to class an item which you bought and with which you found something wrong. With the teacher evaluate the situation and plan an activity to fulfill your responsibility as a consumer.

—If possible, observe a shoplifting case in court. Analyze the results in terms of the individual's rights and responsibilities.

—With three or four students, compile a list of responsibilities of consumers. Discuss the list with the teacher.

—Debate: "The customer is always right, the merchant is always right." One-half of the class interviews merchants and the other half customers. Discover ideas on what each thinks are his rights and his responsibilities.

POSTTEST:

—Ask your teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study both legal and moral aspects of shoplifting and report to class.

—Choose a country other than your own and determine by reading or interviewing someone from that country the buying customs used there. Try to analyze why they buy as they do. Do we have similar or different reasons for acting in the marketplace as we do?

- Read selected excerpts from the book **Wheels** by Harley and write a report on how you feel about the results of the shoplifting incident.
- Write to a better business bureau about misleading advertising you have observed. Check with consumer protection agencies about types of complaints received. Make a slide program or chart of pictures showing class members in various roles.

ENTRY LEVELS

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ETHICS IN SHOPPING

CONCEPT: Salesperson's Roles, Rights And Responsibilities

OBJECTIVE:

HR —Describe at least six basic roles and responsibilities of a salesperson.
IR —List at least five rights of a salesperson.
CE —Compare at least four of the roles, rights and responsibilities of the teen shopper, to those of the salesperson and explain the effect on each other.

PRETEST:

—Describe at least six basic roles and responsibilities of a salesperson.
—List at least five rights of a salesperson.
—Compare the roles, rights and responsibilities of the teen shopper, to those of the salesperson and explain the effect on each other.

LEARNING STRATEGIES:

—Interview a businessman and a clerk about their roles and report findings.
—After reading about shoplifting, interview a security policeman. Compare his experiences and the cost of shoplifting to the store with findings from other situations.
—Divide into a small group and discuss a salesperson's rights based on items covered in the pretest.
—Investigate the misuse and return of products in a large department store.
—Compare ethics in shopping to ethics in some other area of life.
—List ten rules you would want customers to remember for good manners if you were a salesperson.
—Tell briefly what a salesperson should do if a customer shoplifts.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate jobs associated with shoplifting.
—Talk to a grocery store manager about the rights and responsibilities of the salesperson as well as the consumer.
—Listen to guest speaker on "The Effects of Shoplifting on the Economy." Contact leading merchant in area for suggested resource persons.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Individual Needs And Wants

OBJECTIVES:

SD —Distinguish between needs and wants.
IR —Recognize how one's behavior is influenced by one's wants and needs.
—Identify ways of meeting basic needs which are acceptable to self and society.

PRETEST:

—From a list of needs and wants identify basic human needs.
—Given a case study, explain how the behavior of the characters was influenced by their basic needs and wants and analyze the acceptability of their behavior to themselves and/or society.

LEARNING STRATEGIES:

—Read references on human needs and wants—physical, social, emotional.
—Discuss in buzz groups situations in which wants and needs influenced behavior.
—Role play situations where individual needs are being met, but the resulting behavior is not acceptable to self—guilt? or society—ostracised?
—Watch television, movies or real-life situations and report how the person's needs were met or not met and the acceptability of the resulting behavior.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Bring in newspaper or magazine articles which illustrate ways behavior was affected by needs and wants. Follow-up with discussion.
—Write a letter to a best friend telling about personal needs which are not being met and how you felt as a result of this.

ENTRY LEVEL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Goals and Values

OBJECTIVES:

SD —Determine how individuals are influenced by one's self-image and by personal values.
LS —Recognize that individuals have different values and goals.
—Determine how goals and values may change with different stages of life.

PRETEST:

- —From a list of individual goals and personal values select three values and explain how a value may influence a goal.
- —After reading biographical sketches of three people, identify those values and goals which are similar and which are different. Find illustrations of the influence of values and goals on one's opinion of oneself.
- —Explain how goals and values may change with different stages of life.

LEARNING STRATEGIES:

- —Refer to given references to find the difference between values and goals and how both values and goals reflect one's self-image.
- —Rank in order of importance to you a list of eight ways you might spend your money. Summarize for the class in order to show individual values and goals.
- —Give your list of eight uses of money to two individuals from generations other than your own and ask them to rank the list in order of importance to them. Summarize for the class the differences and the similarities.
- —Interview a parent to find out what their values and goals were as a fifteen year old, a twenty year old, and at present. Summarize and show how they have changed during various stages of life.
- —Discuss how individual values and goals can contribute to a positive or negative self-image.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Write a short story that will illustrate how values and goals are different but related.

ENTRY LEVEL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Interests And Abilities

OBJECTIVES:

HR —Recognize that people have different interests and abilities due to heredity and or environment.

—Illustrate the fact that some interests and abilities can be changed and others cannot.

PRETEST:

—Given a list of interests and abilities, check which are due to heredity, environment or both.

—From a list of interests and abilities, indicate possible changes in the ones you feel can be changed.

LEARNING STRATEGIES:

—Read references on interests and abilities and the influence of heredity and environment.

—Describe what you would do if you had eight hours of free time and lots of money. Explain how your choices reflect your interests and abilities.

—Interpret your best ability as to how it was acquired, how often it is used and under what conditions—work, recreation, and others.

—Using case studies analyze how a person's interests and abilities determine his wants, values, goals and behavior.

—Write a prophecy for your school annual describing yourself in the future—5 years? Which interests and abilities have changed? Which have not changed? Why?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Bring to class books, magazine or newspaper articles or stories that interest you and explain why.

—Watch movies, television shows or plays for ways persons have overcome handicaps to become the success they are today.

Examples: Johnny Bench—lung operation, Brian's Song—cancer.

—Interview adults asking about life-time interests or how their interests have changed.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Human Sexuality

OBJECTIVE:
IR —Know the scientific terms for the major parts of the male and female reproductive system
SD and be able to explain how they function.

PRETEST:

—Identify on a diagram of the male and female reproductive systems the major reproductive parts.

—Using a matching test demonstrate knowledge of the function of the male and female parts in reproduction and sexual satisfaction.

LEARNING STRATEGIES:

—View a film or filmstrip explaining human reproduction.

—Listen to a resource person who explains the physical and sexual changes which take place in adolescence not omitting menstruation, masturbation and seminal emission.

—Check the **vocabulary list** found in the apendix. Complete as explained in the instructions given.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research evidences of graffito in public places and organize small groups to remove unwanted markings.

—Hold buzz sessions with these groups as to why some students use graffito. Make a plan to keep one public area attractive.

ENTRY LEVEL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Human Sexuality

OBJECTIVES:

SD —Appraise oneself as a masculine or feminine person at one's present stage of development.
IR —Recognize a minimum of four stereotypes of masculine and feminine roles.
HR

PRETEST:

—From a list of personality traits indicate those which are traditionally masculine and feminine and identify stereotypes or examples of personal bias.

—List a minimum of four male or female roles which are traditional in your community.

LEARNING STRATEGIES:

—Describe a masculine man, a feminine man, a masculine woman, a feminine woman. Look for real differences and conditions which an individual must accept because he will not be able to change such as a small boy or a large woman.

—Secure a story from your teacher that describes a typical man or woman. Write out ways you would want to be like these people or different.

—Identify a minimum of four ways in which children you know are being directed into typical male and female roles. Discuss advantages or disadvantages of this role distinction. Will you do the same with your children?

—Listen to a man or woman who are filling a role or who have taken a job usually thought to be reserved for the opposite sex. Find the reasons, their feelings and the community reaction to this change of role. This could be a man assuming the occupation of homemaking while his wife is employed away from home.

POSTTEST

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Look for the ideal man or ideal woman as they are pictured in TV advertising. Analyze what they say about real masculinity or femininity.

ENTRY LEVEL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: Human Sexuality

OBJECTIVES:

IR —List a minimum of four standards for dating behavior.
SD —Recognize the effects of sexual behavior on one's personal development, the well-being
HR of other individuals and the welfare of society.

PRETEST:

—Using a case study describing a boy and girl deciding what to do on a date, list a minimum of four possible decisions and explain how each may agree or conflict with personal standards. Expand to include short and long-term effects on the individuals involved, their families and society.

LEARNING STRATEGIES:

—Listen to a resource person whose sex is opposite that of your teacher; emphasize the positive emotional and social aspects of love and sex and possible consequences of sexual activity.
—Describe situations which a girl should avoid on dates if she wants to be free of serious dating problems. Compare the lists of boys and girls.
—Divide into boy only and girl only groups and make a list of qualities which you like to find in a date. Make suggestions for the boy or girl who would like to date but do not know how to start.
—View a film which answers your questions about venereal disease.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read books designed to help you develop a positive attitude toward sex.
—View TV shows which describe dating behavior and relate to the characters' attitudes and standards.
—Discuss possible long-term effects.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A POSITIVE SELF-IMAGE

CONCEPT: **Attitudes Toward Work**

OBJECTIVES:

IR —Recognize a minimum of five contributions of each family member to the family's well-being including self

HR —Identify a minimum of three career choices relating to the family living unit of the consumer homemaking class. Know the level of education necessary for these careers.

PRETEST:

—List five types of work performed by each member of your family and explain how these contribute to the success of your family.

—Describe three occupations related to family living and explain the preparation and qualifications necessary for getting and keeping these jobs.

LEARNING STRATEGIES:

—Write a brief theme on the way in which you can enhance family relationships through the way you do your work in the home.

—Select roles for a play portraying a family sharing work in the home. The family should consist of a father, mother, fifteen-year old girl and a ten-year old boy. Show situations where all family members work together for a common goal and how family life is made more enjoyable because of this work. Show the opposite of this situation as well.

—Read references on career choices relating to family living.

—Listen to resource persons from areas relating to family living.

—View filmstrip on careers in family relations.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview two persons who are working in the field of family living. Report to class.

—Make a list of your home responsibilities for a week. Rate yourself on how well these responsibilities were carried out. Prepare a schedule for the coming week including at least four responsibilities which you intend to assume in the home. Try to include one new responsibility.

ENTRY LEVEL

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN AS PEOPLE

CONCEPT: Physical Environment

OBJECTIVES:

CE —Identify a minimum of six safety and health needs of preschool children.
SD —Identify a minimum of five criteria for selecting various types of safe, suitable play
HR materials for the preschool child (toys, dramatic play articles, creative materials, books, and music).

PRETEST:

—List six safety and health needs of a one year old and six needs of a four year old child in your care for a day.
—List five things to look for when selecting the following play materials:
toys
dramatic play articles
creative materials
books
music

LEARNING STRATEGIES:

—Read references discussing basic needs of a preschooler and criteria for selecting safe, suitable play material.
—Play "Bay Bingo" with friends to learn basic needs.
—View a film on the Poison Control Center to better understand its function.
—Demonstrate meeting the following physical needs of children: feeding, burping, bathing, preparing for bed, dressing, diapering.
—Role play various problem situations that might arise when one is caring for small children.
—Evaluate several toys suitable for preschool children. Consider cost, safety and suitability of the toy at this age.
—Select a play material; use it and identify criteria met in this material.
—Create a bulletin board or display case showing criteria for selecting toys for children. Display toys that meet these criteria.
—Establish suitable criteria for selecting children's literature. Display books that meet these criteria.
—Listen to a librarian discuss children's books and effective reading technique. Observe as she reads a children's story.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a toy, game or story suitable for children at various age levels.
—Participate in a library or church school story hour or puppet show.
—Prepare a bulletin board on infant safety.

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN AS PEOPLE

CONCEPT: **Physical Environment**

OBJECTIVE:
IR —Identify roles and responsibilities when caring for another person's child.
HR

PRETEST:
—List responsibilities and roles when caring for another person's child.

LEARNING STRATEGIES:
—Read references discussing responsibilities of those caring for another person's child.
—Read and discuss the importance of the "Baby Sitter's Pledge".
—View a film on child safety and identify responsibilities of those caring for children.
—Establish with classmates a list of responsibilities of a person caring for young children and responsibilities of the parents.
—Identify and discuss the many roles of the person caring for a child.
—Respond quickly to emergency situations appearing on flash cards.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—View a film on fire safety and then make a fire plan for your home.
—Keep a diary while baby sitting. Share with the class activities, duties, and feelings experienced.
—Care for children while parents attend meetings such as PTO.
—Participate in a panel composed of parents and baby sitters. Consider the following questions:
What are the responsibilities of the parent? the baby sitter?
What are the greatest concerns of the parent? the baby sitter?
What precautions are made for emergency situations?

ENTRY LEVEL

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN AS PEOPLE

CONCEPT: Emotional Environment

OBJECTIVES:

SD —Identify a minimum of four components of emotional stability for a young child.
IR —Identify a minimum of six techniques for creating and maintaining a healthy emotional environment for a child.

PRETEST:

—List four components of emotional stability for young children.
—List six techniques for creating and maintaining a healthy emotional environment for a child.

LEARNING STRATEGIES:

—Read a reference discussing emotional needs of children and how to meet these needs.
—Complete a study sheet on emotional needs given by your teacher.
—View a film showing children's emotions. Identify emotional needs being met.
—Discuss in small groups the following statement: "Perhaps the greatest need of any child, or any adult, is to love and be loved."
—Role play situations in which you give guidance to children using *positive* directions as much as possible.
—Role play the meeting of a child's emotional needs in the following situations:
    preparation for bed
    play with peers
    meal time
    grocery shopping
—Create a tape and picture or slide set illustrating basic emotional needs of children and techniques for meeting these needs.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss personal fears in your own childhood. Relate how these fears were overcome.
—Relate methods and techniques you might use to help a child overcome a special fear such as:
    fear of immunizations
    fear of animals
    fear of storms
    fear of the dark
    fear of new experiences
—Compile guidelines for dialogue with children. Implement these guidelines in actual work with children while babysitting, assisting in church school, or with siblings.

ENTRY LEVEL

CHILD DEVELOPMENT

UNIT TITLE: UNDERSTANDING CHILDREN'S BEHAVIOR

CONCEPT: Behavior In Our Environment

OBJECTIVES:

IR —Recognize a minimum of four environmental factors which influence child behavior.
LS —Identify a minimum of four ways of understanding self through understanding children's
SD behavior.

PRETEST:

—List four environmental factors which influence a child's behavior.
—List four ways of understanding self through understanding children's behavior.

LEARNING STRATEGIES:

—Read at least two references on child behavior.
—Role play undesirable behavior patterns of children and demonstrate ways to guide the child into more desirable behavior.
—Listen to the record "Children Learn What They Live". Discuss what this record is saying.
—View film of children at play to observe relations with the peer group. Compare ways you relate to your peer group.
—Observe a child for several hours. Discuss in class the behavior change of the child in relation to environmental changes.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe a child as he reacts to a problem situation. Consider why he reacted in this manner. How did those around him influence his actions.
—Invite a child psychologist or guidance specialist to discuss behavior patterns of children. Consider how these behavior patterns can be applied to adults.

ENTRY LEVEL

CHILD DEVELOPMENT

UNIT TITLE: A NEW BABY IN THE FAMILY

CONCEPT: Preparation

OBJECTIVE:

LS —Determine what will be included in an infant's daily schedule and the physical space needed
HR to carry out this schedule.

LEARNING STRATEGIES:

—Read references which discuss daily needs of children and physical space to meet these needs.
—Make a schedule to be followed by the family when the new baby arrives in the home.
—Interview a new mother to find what she includes in the daily schedule for her baby. Share with class.
—Create a plan showing infant space needs being met.
—Debate: "The baby must adjust to the family routine."
—Discuss problems which may occur when creating space for the baby in the home. Consider solutions to the problems.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Invite a young mother and father to visit the class and tell how their family routine has changed with the arrival of a new baby.

ENTRY LEVEL

CHILD DEVELOPMENT

UNIT TITLE: A NEW BABY IN THE FAMILY

CONCEPT: Family Responsibilities

OBJECTIVES:

HR —Identify a minimum of five responsibilities of individual family members after a new baby
IR arrives.
LS —Identify at least four changes in family relationships when an infant is added to the family.

PRETEST:

—List at least five responsibilities of the following family members when a new baby arrives:
mother
father
sister and/or brother
grandparent

—List at least four changes in family relationships when an infant is added to the family.

LEARNING STRATEGIES:

—Read references discussing needs of infants. Consider how the responsibility for these needs can be shared by all family members.

—Collect and discuss cartoons showing changes in family relationships upon the arrival of a baby.

—Survey classmates with younger siblings to find how much responsibility they have assumed for these younger siblings.

—Brainstorm on how roles have changed in your family during the past two years. Consider how a new baby would change the roles of family members in your family. Identify some of the new roles.

—Discuss "How will the new baby affect the distribution of income in the family?" "What will a new baby cost?"

—Role play the following situations showing family relationships that have been altered due to the presence of a new baby:
mealtime
late night feeding
crisis with the sibling

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Volunteer to help a young mother for a day. Keep a record of her activities related to caring for her child.

—Interview a mother of a young baby to see how the new baby has changed her routine or her alignment of priorities. Has her work capacity been altered?

CHILD DEVELOPMENT

UNIT TITLE: CHILD RELATED CAREER OPPORTUNITIES

CONCEPT: Work Opportunities

OBJECTIVES:

SD —Identify a minimum of five opportunities for gainful employment in child related occupations.
—Identify a minimum of five personal qualities important for gainful employment.

PRETEST:

—List five opportunities for gainful employment in child related occupations.
—List five personal qualities important for gainful employment.

LEARNING STRATEGIES:

—Read a reference discussing career opportunities in child related occupations.
—Survey your community to find jobs available in child related occupations. Consider salary levels, demand for persons in this area, working conditions, and other factors.
—Visit a child care agency in the community to observe nature of jobs available.
—Make a list of part-time child related jobs available in the community. Check those which could be filled by teenagers.
—Prepare a bulletin board showing child related careers.
—List "positive" and "negative" attitude statements concerning work. What are possible causes of negative attitudes and what factors could change these to positive attitudes.
—Brainstorm on why we feel as we do about work. Consider the source of our thoughts and feelings.
—Discuss the considerations to be made when deciding to work. Include: transportation, effects on family members, and energy involved.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Sponsor a career day to learn a variety of job opportunities and their requirements.
—Invite a counselor to visit the class to tell where career information can be found.
—List opportunities for volunteer work with children found in your community.
—Survey community for job opportunities in child care and make a directory to share with the class.
—Interview someone employed in a child care occupation then write a job description.
—Compile information for a career book in child care to be shared with class. Include: training, legal aspects in caring for children, job opportunities, rewards, salary scale, sources of information.
—Visit a child care center to observe persons working with children.
—Take an aptitude test to learn your aptitude for child related occupations.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FOOD CHOICES FOR TEENS

CONCEPT: Teen's Appearance

OBJECTIVES:

SD —Describe five effects of food choices on physical appearance.
—Analyze effects of calories on weight and put a plan into practice of weight needs to be changed.

PRETEST:

- —Describe five effects of food choices on physical appearance.
- —Analyze effects of calories on weight and select a plan that could be put into practice if weight needs to be changed.

LEARNING STRATEGIES:

- —Read references concerning nutrition and personal health.
- —View filmstrip on importance of adequate nutrition for health.
- —Listen to a dermatologist discuss nutrition related to skin conditions. Where needed, implement a plan for skin improvement.
- —Investigate nutrients and their functions in the body. Make a chart relating the nutrient to the food group from which it comes and list what affect the nutrient has on health. Example: calcium/milk group/bones and teeth
- —Read reference concerning calorie intake and utilization.
- —Identify some of the diet plans available and discuss their pros and cons with the school health nurse.
- —Present eating patterns, including snacks, to a "judge" and "jury" composed of students. Present a defense and arguments against particular food patterns.
- —Select pictures of people whose physical appearance might indicate certain nutritional habits. Label each picture with your thoughts.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

- —Create a bulletin board on nutrition and health, such as "You Are What You Eat" or other original title.
- —Analyze food and health advertisements that claim to make you beautiful. Attempt to write an advertisement based on factual knowledge of nutrition.
- —Survey the eating habits of other teenagers to determine whether or not they are generally adequately nourished. Publish the results of the survey to classmates.
- —Where available, conduct experiments with rats to evaluate the effects of malnutrition. Carefully plan and conduct this experiment with the supervision of a knowledgeable person.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FOOD CHOICES FOR TEENS

CONCEPT: Teen's Physical Well-being

OBJECTIVES:

SD
- —Categorize twenty selected foods into one of the four food groups and explain the benefit of each.
- —Describe five effects of food choices on health and energy.
- —Appraise progress in improved eating habits after one month.

PRETEST:

- —Categorize twenty selected foods into one of the four food groups and explain the benefits of each.
- —Describe five effects of food choices on health and energy.
- —Appraise your own food habits and create a plan for improving them if needed.

LEARNING STRATEGIES:

- —Read reference defining four basic food groups and the minimum daily requirements for each group. Group this information into chart form.
- —List ten food items for each food group.
- —Play a relay game on nutrition facts, the basic four foods, and sources of nutrients. Using a prepared list of questions, have a member of each team race to the chalkboard to write the answer. Whoever gets the piece of chalk and writes the correct answer receives a point for the team.
- —Arrange a cafeteria of food models and select food for a day. Evaluate the quality of your selections based on the basic four food groups.
- —Play a food game consisting of magazine food pictures pinned onto each person's back. Each person must ask nutrition related questions to which another person can answer only yes or no. Continue playing until each person has identified the food on his back.
- —Record what you eat for two days and determine whether or not daily requirements have been met. Make plans for food habit changes, where necessary.
- —Discuss unique ways that people meet breakfast requirements without selecting traditional breakfast foods.
- —Discuss how you feel after going a long period of time without food.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

- —Explain the meaning of the term balanced diet. Using the menu for a meal prepared in the food laboratory, plan the other meals which might be served that day to make the day's diet balanced.
- —Create a bulletin board for classmates that will encourage them to give thought to their present food habits.
- —Suggest ways you think an elementary teacher may encourage good food habits among his students. Share these with elementary school teachers in your district. Consider what may have been effective on you at that age.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Nutritious Snack Foods

OBJECTIVE:

SD —Plan at least three simple menus utilizing nutritious snack food and explain how these foods can contribute to the daily requirements.

PRETEST:

—Plan at least three simple menus utilizing nutritious snack food and explain how these foods can contribute to the daily requirements.

LEARNING STRATEGIES:

—Read references concerning snack foods.
—Indicate a time limit, then list all of the snack foods you can think of. Place them on a chart as to high calorie or low calorie, nutritious or empty calories, time and cost of preparation.
—Using a given combination of snack food items, indicate responsibilities for ahead of time preparation, service and clean up for these food items prepared in laboratory.
—View a demonstration of less common or unique snack items. After preparation is completed, sample each one and evaluate its appeal to you and others.
—Make use of the many free resource materials available to you in planning for nutritious snack foods.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Plan and prepare nutritious snacks for a slumber party or other social occasion in your home.
—Plan and prepare nutritious snacks for your family. Have family members evaluate taste, appearance, and appeal of the foods prepared. Consider time and cost involved in preparation of the snacks.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Assuming And Sharing Responsibilities

OBJECTIVE:

HR —List at least eight responsibilities and assume three, for selecting, preparing, and serving snack food with family or friends.
IR
LS

PRETEST:

—List at least eight responsibilities and make plans to assume three, for selecting, preparing, and serving snack food with family or friends.

LEARNING STRATEGIES:

—Read reference on sharing responsibilities in food preparation.
—Participate in a discussion concerning the importance of being able to compromise.
—Present a skit illustrating the importance of group members planning and working together in the food laboratory or home kitchen.
—Role play different life styles, having students dramatize family members; choose which duties each member will assume in relation to the total family feeding.
—Write plans for the preparation and service of a party menu using snack foods and assigning responsibilities to each person involved. Evaluate the successfulness of the total experience.
—Create a bulletin board to illustrate the division of responsibilities within a laboratory unit or at home that can aid those involved in feeling good about their participation.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Help prepare a meal at home. Identify the problems you had and describe how each problem could be avoided the next time.
—Plan for the preparation and service of a simple meal at home, using other family members to aid in the completion of the meal according to the planned schedule.
—After being a guest at a friend's get-together, explain to the class what role you assumed as guest and of what help you were to the host or hostess.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Food Preparation Terms, Basic Principles And Techniques

OBJECTIVES:
HR —Define selected cooking terms.
LS —Identify the abbreviations of six selected measurement terms.
—Demonstrate acceptable methods and utensils for measuring all commonly called for amounts of selected foods.

PRETEST:
- —Define selected cooking terms.
- —Identify the abbreviations of six selected measurement terms.
- —Identify acceptable methods and utensils for measuring all commonly called for amounts of selected foods.

LEARNING STRATEGIES:
- —Review a list of cooking terms and their definitions.
- —Divide into two groups and play "cooking charades" using cooking terms and techniques.
- —Play the game, "workers and watchers"; workers demonstrate a cooking term or method while watchers try to catch the workers incorrectly performing a method.
- —Read recipes in two or more cookbooks. Identify the abbreviations used and determine if there are variations in abbreviations used for the same measurements.
- —Read reference on measurement utensils and techniques for measuring.
- —Observe a demonstration illustrating various measurement utensils, the use of each, and the food commonly measured with each utensil.
- —Conduct selected experiments in measuring various foods and amounts. Ask teacher for list from which to work.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:
- —Create a bulletin board on measurement equivalents.
- —Develop a display of various measurement utensils and their uses.
- —Convert ingredient portions in a given recipe to the metric system.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Food Preparation Terms, Basic Principles And Techniques

OBJECTIVE:

HR —Identify at least twenty-five commonly used small kitchen utensils and equipment and explain use(s) and storage of each.

PRETEST:

—Identify at least twenty-five commonly used small kitchen utensils and equipment and explain use(s) and storage of each.

LEARNING STRATEGIES:

—Identify by name, utensils available in the food laboratory. Use a prepared scavenger hunt for this task.

—Demonstrate correct uses of kitchen utensils available in the laboratory.

—Indicate utensils and equipment needed to prepare a given recipe.

—Look closely at the kitchen arrangement in the laboratory; identify the mixing, serving, and range centers and what kitchen tools are stored in each center. These should be stored for maximum safety and convenience in use.

—Test each other's ability to put utensils placed on a tray back into their storage space in the kitchen. Be checked after each lab experience to see that each item is in its proper storage space.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Examine a variety of food preparation gadgets (small articles designed to make it easier to do something to one special food). Determine the use and need for each gadget.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Food Preparation Terms, Basic Principles And Techniques

OBJECTIVE:
HR —Develop a list of at least ten rules for cleanliness in working with foods.

PRETEST:
—Develop a list of at least ten rules for cleanliness in working with foods.

LEARNING STRATEGIES:
—Read reference on personal and kitchen cleanliness.
—Write why cleanliness in the kitchen is important. Consider diseases which may be transmitted in food. List proper storage to insure wholesomeness of food.
—Collect advertisements and make a collage of commerical items available to help keep kitchens clean.
—Make posters for the laboratory showing the "Ten Kitchen Cleanliness Commandments".

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:
—List five short cuts to kitchen cleanliness and start practicing at least one of them until it becomes a habit.
—Discuss with the cafeteria manager those standards of cleanliness which must be maintained in the cafeteria.
—Observe a person or laboratory group preparing food; list all the desirable and undesirable techniques of personal and kitchen cleanliness used.

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Food Preparation Terms, Basic Principles And Techniques

OBJECTIVE:
HR —Identify ten safety procedures when working in a kitchen.

PRETEST:
—Identify ten safety procedures when working in a kitchen.

LEARNING STRATEGIES:
—View filmstrips on safety in the kitchen.
—Participate in a hazard hunt; identify simulated safety hazards in the food laboratory and discuss how these should be corrected.
—Participate in a discussion on extinguishing kitchen fires.
—Observe school nurse demonstrate first aid for cuts, burns, and scalds.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:
—Create a bulletin board concerning kitchen safety.
—Evaluate kitchen storage at home for maximum safety and convenience in use, and make plans for changing where necessary.
—Find out from the National Safety Council, Chicago, Illinois, the extent of home accidents in this country, and where in the home and how most of them occurred last year.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Food Preparation Terms, Basic Principles And Techniques

OBJECTIVE:
SD —Practice five basic food preparation and cooking principles and techniques while preparing a simple meal using nutritious snack foods.
HR

PRETEST:
—Identify five basic food preparation and cooking principles and techniques while planning for the preparation of a simple meal using nutritious foods.

LEARNING STRATEGIES:
—Read reference on egg preparation and describe five methods of preparing eggs; try each one as a class lesson.
—Suggest uses of eggs in various parts of a meal, stressing dishes that might appeal to those who do not like eggs as such; chart the uses of eggs in recipes.
—Watch a demonstration illustrating possible uses of, varieties of, and storage of cheese. Sample each cheese as it has been demonstrated.
—In a small group discuss the uses of cheese for each of the following: appetizer, main dish, salad, vegetable, bread, dessert, and snack food.
—Read reference concerning milk and its use in food items.
—Make hot chocolate or other mild beverages using three forms of milk (white, non fat dry, evaporated); compare flavors.
—Identify the many fruits available for attractive, nutritious, low calorie, and colorful desserts.
—View a demonstration on preparation techniques for fruits. Sample each fruit. Include less commonly used fruits in the demonstration.
—Read reference on aesthetic qualities of food. Discuss what members of the class like in food appearance, temperature, and texture.
—Write one menu each for breakfast, lunch, and dinner, including some form of at least two of the following in each menu: eggs, cheese, milk products, fruit.
—Plan and prepare a simple meal including some form of three of the following: eggs, cheese, milk products, fruit. Evaluate the aesthetic appeal as well as the preparation and service of the meal.

QUEST, IEE AND FHA ACTIVITIES:
—Collect a file of recipes including those from class. Attempt to try new recipes on a weekly basis for your family and friends.
—Compare eggs cooked at high and low temperatures for appearance and palatability.
—Prepare a main dish using cheese. Evaluate its appearance, flavor, ease of preparation and cost per serving.
—Make ice cream using an ice cream freezer.
—Create a collage of pictures of food items which are high in milk content.
—Carve out a large melon, prepare a fresh fruit salad or dessert, and serve in the melon shell.
—Determine why some fresh fruits are expensive while others are inexpensive.
—Create a bulletin board using pictures of simple meals which are nutritious and aesthetically appealing. Provide recipes for classmates when possible.
—Prepare a packed lunch which is nutritious and aesthetically appealing. Bring lunch to class; select lunch which is most appealing and which includes the four basic food groups. Exchange lunches and eat.

ENTRY LEVEL

FOOD AND NUTRITION

UNIT TITLE: FUN WITH FOOD

CONCEPT: Social Aspects Of Food

OBJECTIVES:

IR —Demonstrate traditionally acceptable methods for eating ten different foods.
SD —Serve snack foods to friends or family using five different methods considered acceptable to the class.
HR
LS

PRETEST:

—Identify traditionally acceptable methods for eating ten different foods.
—Plan for snack foods that could be served to family or friends using five different methods considered acceptable by the class.

LEARNING STRATEGIES:

—Read references regarding serving of snack foods and the method of eating traditional foods.
—Participate in a discussion of ways to help friends feel at east when snack food items are served.
—View a films-rip on table etiquette. Participate in a discussion as to the importance of table etiquette in interpersonal relationships. Identify those rules about which you are unsure.
—Participate in a discussion on guidelines for serving family and guest meals. Discuss the various types of meal service, type of table appointments, and how to help people be at ease.
—Prepare snack foods for classmates or guests and evaluate preparation, taste, appearance, and service.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Plan and carry out a party where guests help prepare the food to be eaten.
—Listen to a homemaker explain how she utilized knowledge of table etiquette and preparation of food for the purpose of entertaining people at home and helping them feel comfortable.
—Prepare and act out skits showing what to do when some of the following situations occur. First show common errors, then show acceptable table manners.
  —A fork is dropped on the floor.
  —You have a bone or seed in your mouth.
  —Something is passed which you do not like.
  —You would like a serving of food that is located across the table.
—Make a large knife, fork, spoon; list food items eaten with each of these. Give special attention to those which often cause confusion. Display in classroom or use in demonstration for others.
—Plan creative and inexpensive ways to provide table appointments. Follow through with plans.

ENTRY LEVEL

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: IMPROVING PERSONALITY BY BEING WELL-GROOMED

CONCEPT: Care Of Self

OBJECTIVES:

SD
- —Define eight out of ten terms related to grooming as identified by the class.
- —Identify and evaluate ten personal grooming habits and make a plan for personal improvement.

PRETEST:

- —List eight terms related to grooming.
- —Identify and evaluate ten personal grooming habits and make a plan for personal improvement.

LEARNING STRATEGIES:

- —Read assigned references relating to grooming terms.
- —Create a game to improve grooming vocabulary.
- —Make a chart for your grooming habits. Check those which should be done daily, weekly and occasionally.
- —Make up a good grooming kit. Identify essential and luxury items.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Prepare a booklet which is a guide to good grooming for teenage boys and girls. Include articles and pictures which suggest cosmetics for various skin tones.
- —Explore careers related to grooming such as cosmetology, cosmetic and toiletries salesperson, research careers and medical careers.

ENTRY LEVEL

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: IMPROVING PERSONALITY BY BEING WELL-GROOMED

CONCEPT: Care Of Clothing

OBJECTIVES:

SD —Formulate ten guidelines for care of clothing for a person to be well-groomed at all
IR times.
—Describe and/or demonstrate proper daily care for ten personal clothing items.
—Identify three family problem situations that can be avoided if a person assumes responsibility for proper care of clothing.

PRETEST:

—List ten guidelines for care of clothing for a person to be well-groomed at all times.
—Form a list of ten clothing items; describe their proper daily care.
—Explain three family problem situations that can be avoided if a person assumes responsibility for proper care of clothing.

LEARNING STRATEGIES:

—Read references on types of fabrics, their use and care.
—Read assigned references related to care of clothing.
—Make a list of guidelines to care for your clothes as you wear them. Have a contest to see who can list the most.
—Give a demonstration on how to wash a sweater, clean shoes, remove spots, repair a rip or other care techniques.
—Write skits or role play situations where family problems arise because one individual does not take care of his or her clothing.
—Discuss situations which increase clothing costs and explain how they can be avoided.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a display showing a variety of storage accessories such as multiple skirt and blouse hangers, plastic garment bags, tie, belt and shoe racks, and hanging shelves for purses. Discuss the advantages and disadvantages of each.
—Investigate the following careers concerned with clothing care: clothing repair specialist, employment at laundry and dry cleaners, alterationist.

ENTRY LEVEL

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: DEVELOPING SKILLS IN CLOTHING SELECTION

CONCEPT: Clothing For Activities

OBJECTIVES:

SD —Identify five activities you are involved in and classify your clothing according to suitability for each activity.

—Recognize five basic skills of a good wardrobe manager.

PRETEST:

—Identify five activities you are involved in and classify your clothing according to suitability for each activity.

—List five basic skills of a good wardrobe manager.

LEARNING STRATEGIES:

—Read references on clothing selection.

—Make a montage from pictures to illustrate clothing needs in relation to activities. Analyze type of fabric used in garments intended for different activities.

—Take a wardrobe inventory.

—Answer the questions:

What are the five basic skills of a good wardrobe manager?
Are you a good wardrobe manager?
State reasons for your answers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Imagine you have been given twenty-five follars to spend on clothing. Describe what you would buy and give your reasons in relation to your wardrobe inventory.

—Using the results of your inventory, plan a shopping list for clothing to be purchased within the budget, to extend for six months.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: DEVELOPING SKILLS IN CLOTHING SELECTION

CONCEPT: **Decision Making In Wardrobe Selection**

OBJECTIVES:

SD —Describe the terms: fad, fashion and style.

CE —Identify two facts given on the permanent care labels found on yardage or ready-to-wear garments.

—Identify eight factors to consider when buying a garment, fabric and patterns.

—Recognize two advantages and two disadvantages of paying cash over a regular charge account, revolving charge or layaway plan.

PRETEST:

—Describe the terms: fad, fashion and style.

—Identify two facts given on the permanent care lables found on yardage or ready-to-wear garments.

—Identify eight factors to consider when buying a garment, fabric and patterns.

—List two advantages and two disadvantages of paying cash over a regular charge account, revolving charge or layaway plan.

LEARNING STRATEGIES:

—Read references on decisions to be made in wardrobe selection.

—From a selection of pictures, filmstrips or clothing samples, identify which ones are fads, fashions or styles.

—Select from a collection of fifteen hang tags, ten hang tags that are the most informative.

—Listen to a resource person from a local store or bank who will explain the present day credit system.

—Role play correct and incorrect methods of shopping for clothing.

—Study pattern and ready-made garment sizes.

—Bring to class an example of what you or your family have considered a poor buy. Be ready to explain why this is a poor purchase.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a paper or give an oral report on "Why I Would Prefer To Wear Fashions" or "Why I Prefer Wearing Clothes That Are Considered Fads."

—Discuss the store where you would like to buy your clothing. Be prepared to give reasons why you think this is the best place to shop.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSTRUCTION OF A SINGLE ARTICLE USING THE SEWING MACHINE

CONCEPT: Small Equipment

OBJECTIVES:

SD —Identify eighteen out of twenty basic items of sewing equipment found in the lab.
—Recognize the difference between ironing and pressing.
—Demonstrate effective use of ten basic items of sewing equipment.

PRETEST:

—Identify eighteen out of twenty basic items of sewing equipment found in the lab.
—Explain the difference between ironing and pressing.
—Show your teacher that you can effectively use ten basic items of sewing equipment.

LEARNING STRATEGIES:

—Read selected references that will give pictures and information concerning basic items of sewing.
—View a display of sewing items and list at least eighteen out of twenty items correctly.
—Observe the demonstration of ironing and pressing on different types of fabrics.
—Practice using ten of the basic items of sewing equipment.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop criteria for things to consider when buying sewing equipment.
—Bring in an old nonelectric iron to class. Discuss the problems involved in using an iron of this type. How can these irons be used today as decorative items?

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSTRUCTION OF A SINGLE ARTICLE USING THE SEWING MACHINE

CONCEPT: The Sewing Machine

OBJECTIVES:

SD
- Recognize twelve parts of the sewing machine and their use in stitching.
- Demonstrate within five minutes that you can thread the sewing machine according to the sewing machine manual.
- Demonstrate sewing a straight seam according to class standards.

PRETEST:
- When given a card stating a part of the sewing machine, point the part out to your teacher.
- Show your teacher within five minutes that you can thread the sewing machine according to the sewing machine manual.
- Show your teacher that you can sew a straight seam.

LEARNING STRATEGIES:
- Read selected references on present day sewing machines, from texts as well as machine manuals.
- Observe a demonstration and/or films on the function of each part of the sewing machine.
- Watch a demonstration on how to sew a straight seam.
- Demonstrate your ability to operate the machine while stitching a straight seam. Follow techniques given in the demonstration.
- Sew various stitch lengths and tell when it is proper to use each stitch length.

POSTTEST:
- Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- Give a class demonstration of three different ways to effectively rip machine stitches.
- Make a bulletin board display of seams which have been fastened by lock stitching, tying and back stitching.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSTRUCTION OF A SINGLE ARTICLE USING THE SEWING MACHINE

CONCEPT: Safety In Sewing (Available for all levels)

OBJECTIVE:
SD —Identify ten safe and effective work habits for using equipment in clothing construction.

PRETEST:
—List ten safe and effective work habits in clothing construction.

LEARNING STRATEGIES:
—Watch a demonstration of safe and effective work procedures.
—Compile a list of safety practices to be used during clothing construction.
—Prepare at least four containers to use for small sewing supplies that can be used in the school laboratory or at home such as: waste can, pin cushions, scissors holder, small equipment box or basket.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Write a booklet on safety when sewing.
—Make a bulletin board on safety when sewing.
—As a committee, develop a technique to improve storage or safety in the school laboratory.

ENTRY LEVEL

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSTRUCTION OF A SINGLE ARTICLE USING THE SEWING MACHINE

CONCEPT: Construction Of Project

OBJECTIVES:

SD
- —Recognize ten items of information on the pattern envelope.
- —Recognize five items of information on the pattern guide sheet.
- —Construct a simple wardrobe accessory (or other simple article as predetermined by the class) to meet standards predetermined by the class.
- —Evaluate the constructed article for workmanship standards as predetermined by the class.

PRETEST:
- —Identify ten items of information on the pattern envelope.
- —Identify five items of information on the pattern guide sheet.
- —List information needed to construct a simple wardrobe article.
- —List items for a form for evaluation of completed articles.

LEARNING STRATEGIES:
- —Select a pattern and fabric.
- —Read pattern envelope, guide sheet and pattern pieces.
- —Observe demonstration on construction details of simple articles.
- —Following information from reading the instructions on the guide sheet and pattern pieces and from watching a demonstration, construct the article.
- —Evaluate the constructed article for workmanship standards as predetermined by the class.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Advancing your skills, construct other articles.

ENTRY LEVEL

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: FAMILY SHARING

CONCEPT: Sharing Space In The Home

OBJECTIVE:
HR —Identify five rights and responsibilities as they relate to sharing space in the home.
SD
LS

PRETEST:

—Select five rights from a given list and describe at least one responsibility which family members have when sharing a home.

LEARNING STRATEGIES:

—Use a checklist to determine what living space your home provides.
—Read references on sharing space with the family.
—Discuss: Which rooms are shared by family members?
Which rooms are used by only one person?
Which rooms are most often in demand?
—List areas of the home which are shared by family members, for example: storage areas, workshops and dining areas. Cite reasons why these areas are shared. Indicate if the greater part of the home is shared by family members or reserved for individual use.
—List a variety of family fun activities in which all members of the family could participate. Check ones for which the home could provide suitable facilities.
—Role play or discuss situations which show conflicts which arise within the family because they must share space. Situations might include sister or brothers sharing a bedroom and closet; daughter wanting to fix a snack for her friends while mother is preparing the family's dinner; daughter bringing home a friend and mother hasn't cleaned the house that day.
—Discuss your responsibilities when your parents are entertaining and your parents' responsibilities when you are entertaining.
—Show magazine pictures of bedrooms which are designed to be shared by brothers or sisters. Discuss the features in these rooms which promote privacy and adequate storage for two or more people.
—Construct a bulletin board emphasizing sharing home activities.
—Discuss or write individually "What Am I Giving And What Am I Getting From Where I Live?"

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

Choose someone in the family with whom you share space. Make a plan to improve relationships. Share the results of your plan with the class.
—Observe and list times and places where difficulties arise in the family in sharing space. Suggest ways of solving these problems. With the help of your family, make a plan to solve one of these problems.
—Make a bulletin board using bulletins and pictures to show "before and after" of projects improving space that is shared. List factors to be considered in making plans to share a room.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: FAMILY SHARING

CONCEPT: **Sharing Care Of The Home**

OBJECTIVE:
HR —Demonstrate a minimum of five basic skills for care of the home.
IR

PRETEST:

—Perform a minimum of five basic skills which will enable one to share in caring for the home.

LEARNING STRATEGIES:

—Make a list of household duties and chores which you think it is fair and right for parents to expect of a teenager and discuss with class members why lists may vary. Compare with current responsibilities.

—Make a list of household duties performed regularly at home. Place one check by those items you do well. Place two checks by those items you could improve. Practice these at home until someone notices an improvement. Report to class.

—Read references on care of the home.

—View visuals or audio-visuals on care of the home.

—Discuss or debate the following topics:
There is little value derived from expecting a busy teenager to assume the responsibilities for household tasks.
A teenager who works part time deserves a lightened home workload.
A teenager should be excused from his household tasks when he has extra school work.

—Explain how routine care of the home contributes to health, safety, comfort, conveniences and beauty.

—Prepare a list of resources needed to perform a particular task—examples: window washing, cleaning a room and washing dishes.

—Define dovetailing. Show how two or more household tasks may be dovetailed. Why is dovetailing important in planning tasks?

—Use dovetailing to save time and energy in cleaning the laboratory.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Demonstrate or practice bedmaking by moving around it once only. Learn to miter corners of unfitted sheets. Check time to see if you can make a bed quicker while meeting previously established standards.

—Demonstrate techniques for: floor care, cleaning windows and mirrors, dusting, cleaning and waxing furniture, making a bed, arranging storage space in clothes closet or arranging storage space in drawers.

—Choose a skill such as bedmaking, dusting a room, ironing a shirt and mopping floors. Work on skill to improve quality of job and to decrease time needed.

—Plan a work schedule for your share in caring for the family home.

—Show how tasks may be simplified by eliminating or combining steps—example: vacuum the floor in an orderly sequence, use both hands to dust or wash windows.

—Make a tote box containing frequently used cleaning supplies to simplify routine housekeeping tasks.

ENTRY LEVEL

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: FAMILY SHARING

CONCEPT: Sharing Safety Responsibilities

OBJECTIVE:
HR —Identify ten safety hazards that may exist in a home and describe how to correct them.
IR

PRETEST:

—List ten safety hazards that may be found in a home and describe how to correct each of them.

LEARNING STRATEGIES:

—From newspaper accounts or personal experiences, list hazards which frequently cause home accidents. For each give the cause and suggest ways of preventing accidents.

—Use the following checklist. Describe how you would correct those situations for which you gave a negative answer.

WHAT LURKS IN WAIT FOR YOU	**YES**	**NO**
Rugs that skid		
Sharp edges of furniture in traffic paths		
Open doors		
Open drawers		
Objects in the stairway		
Heavy objects above head level		
Extension cords overloaded		
Extension cords under foot		
Slippery floor		
Storage of poisons		
List others		

—Participate in a "show and tell" session using such things as equipment, supplies, cleaning agents, and medicine from the homemaking department. As you show each item, explain how it should be stored and used to prevent accidents which frequently involve this item.

—Read a reference on safety in the home.

—View visuals or audio-visuals on safety in the home.

—Demonstrate or explain the safe use of given pieces of equipment in the homemaking department.

—Listen to a speaker from the fire department talk on safety.

—Give examples to illustrate the following statement: "An ounce of prevention is worth a pound of cure."

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write an essay relating how safety in home affects the physical well-being of each family member.

—Conduct a survey in your own home using the National Safety Council survey form available from most local fire departments or conduct a survey using a checklist of your own.

LEVEL I

Suggested for Grade 9

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

OVERALL COMPETENCY:

—Given a real or simulated sutiation, the student will demonstrate effective management of all resources in making decisions based upon personal, family and community values and goals in any given life cycle and chosen life style.

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will exercise rights and responsibilities when making rational and influential consumer decisions by obtaining and responding to consumer information.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze his multiple roles in a complex society and demonstrate satisfactory interpersonal relationships at his stage of development.

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize children's physical, social, emotional and intellectual needs for normal growth and development.

UNIT TITLE: GUIDANCE OF CHILDREN

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize positive guidance methods that are conducive to the development of acceptable behavior.

UNIT TITLE: PLAY: STAGES, ACTIVITIES AND MATERIALS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will create play activities and materials that will provide children with the opportunities to learn and develop.

UNIT TITLE: WORKING PARENTS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will collect information about job opportunities in child-related occupations.

UNIT TITLE: OPPORTUNITIES FOR EMPLOYMENT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will identify the child care adjustment which must occur in a family in which the mother is employed.

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will select foods adequate in nutrition and with characteristics that will help insure the consumer of wiser utilization of food in any life style.

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will demonstrate ability to identify responsibilities and to work cooperatively in assuming identified roles in creative meal planning, preparation, and service for individuals or families in selected life styles.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSUMER ASPECTS OF PERSONAL GROOMING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop a criteria for selecting personal grooming products considering cost, effect on the body and time required for application to maintain a presentable appearance.

UNIT TITLE: MOTIVATION IN CLOTHING SELECTION

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will be motivated to select appropriate clothing according to her needs and develop habits to become a well-informed consumer.

UNIT TITLE: TEXTILES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will realize that a knowledge of fibers, fabrics, finishes and labeling enables an individual to better understand the selection, use and care of textiles.

UNIT TITLE: BASIC CONSTRUCTION

OVERALL COMPETENCY

—Given a real or simulated situation, the student will demonstrate increased knowledge and skills in the use of the sewing machine, sewing equipment and basic construction techniques.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will choose procedures for creating ahome environment to satisfy individual needs as they relate to dual role.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Multiple Roles

OBJECTIVE:

LS
IR —Compare at least six roles of students and adults that are carried out in the home, community and country.

PRETEST:

—Compare at least six roles of students and adults that are carried out in the home, community and country.

LEARNING STRATEGIES:

—Refer to reading list and visuals on multiple roles.
—List at least six roles you assume as a member of home, community, and country.
—Find pictures to illustrate different adult roles as a member of home, community, and country.
—Ask an adult to explain the multiple roles he assumes. Compare the differences between your roles and those of an adult. Write a story about the multiple roles you may assume and those of an adult in your future. Discuss any problems you foresee in performing all these chosen roles in any given life style or life cycle.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS;

—Role play for a group of students a situation which shows these roles: consumer, producer and citizen. Ask group to determine which roles are being represented by the players. Discuss how one player may assume all three roles.
—Ask teacher for study sheet "Roles-Male and Female" to complete.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:

SD —Determine at least three short term goals and three long term goals and interpret at least
IR three influences upon each.
LS

PRETEST:

—Determine at least three short term goals and three long term goals and interpret at least three influences upon each.

LEARNING STRATEGIES:

—Refer to reading assignments and visuals on values and goals.

—Compare your goals now with what they may be five years from now, and analyze different resources needed in short and long term goals.

—Analyze three different careers for your future life work. How do your present and future goals relate to these careers choices? Will your long and short time goals need to be changed to achieve any of these careers?

—Make a list of thirteen favorite items in your home which require electricity to operate. Pretend there is a decree which says that no one may use electricity. Draw a line through the three items which one could do without and circle ones which are most important. Discuss how these relate to your short and long term goals.

—Dramatize the following through role playing: a family setting up goals for spending, an engaged couple establishing goals for married life—a family deciding which of several goals will have top priority.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Change the bulletin board each time the day's goals change by illustrating some song title that suggests the management topic of the day.

—Work on the junior degree program by fulfilling the requirement of clarifying personal values in terms of goal setting to attain the State Degree or to run for a State Office.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:

LS —Determine in at least three cases how different stages in the life cycle and different
SD types of life styles affect and are affected by individual values and goals.

PRETEST:

—Analyze at least three cases showing how different stages in the life cycle and different types of life styles affect and are affected by individual values and goals.

LEARNING STRATEGIES:

—Refer to reading assignments and visuals on life styles and cycles.

—Ask teacher for the study sheet, Unfinished Sentences. Discuss answers by determining class values.

—Male a list of thirteen items you value the most. You are in a situation in which you have to sell some of the items. Circle the three items which have the most personal meaning and those you would want to hold until the very end. Look back over the list of decisions considering:

a. Why did I decide to do without the three items? Why did I want to keep the other three?
b. What kinds of things which I own are nice but not necessary? Are they important?
c. What other possessions do I enjoy? Which ones could I give up if it were necessary?

—Compare your decisions with someone in a differnt life cycle.

—Develop a skit on several life styles using puppets to illustrate the life styles and also how they show their values by their activities.

—Ask teacher for study sheet Value Voting. Use the check list for various styles and cycles and analyze why people feel the way they do.

—Ask teacher for game "Time's Running Out".

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Analyze one goal for three different life styles and cycles. Evaluate how different values may affect the achievement of the goal.

—Keep a diary or log of changes in attitudes and values for one month and analyze why these changes have occurred.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:

SD —Describe at least three characteristics which demonstrate high tolerance of the values of
IR others without compromising personal principles.

PRETEST:

—Describe at least three characteristics which demonstrate high tolerance of the values of others without compromising personal principles.

LEARNING STRATEGIES:

—Refer to reading list and visuals on values and goals.

—Ask teacher for study sheet "Resent-Demand-Tolerate". Complete the study sheet.

—You have ten dollars to spend. Briefly state what you would do with this money. Talk to another student and discuss your decisions showing tolerance for each other's decisions.

—Make a list of five values that may be very controversial. Write a paragraph about your opinions on these five values and discuss them with other students and adults. Do they agree that you show tolerance?

—Describe your feelings of various situations and how you cope—1) Your friend wants to wear his hair long and you don't like long hair. 2) Your friend thinks it's not important to go to church regularly—you do.3) Your classmate comes to class without assignments complete and you try to be a straight A student.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write about a person you know well whom you "can't stand". Evaluate your reasons for disliking the person. Determine how you can tolerate or "live with" those things you dislike without losing your own values.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Decision Making

OBJECTIVE:

HR —Verbalize the steps of the decision-making process when solving at least four problem
SD situations.

PRETEST:

—Sue case studies and solve four problem situations by stating each step in the decision-making process.

LEARNING STRATEGIES:

—Read and study visuals about the decision making process and make a chart at the various steps to use on the bulletin board.

—Develop a lesson plan for fellow classmates on the decision-making process. Establish the desired outcomes, plan the class activities, collect the necessary resources, teach the lesson.

—Construct oversize dice cubes with one step of the decision-making process on each side. Present a problem situation where the decision-making process can be used and turn the dice up to the step being employed as the process is carried out. Ask question, "How often does a performance constraint prevent us from carrying out what might be a better step?" A second cube can be blank except for "performance constraint" on once side. "What are some performance constraints?"

—Ask teacher for game Decision-Making. As you play the game, ask "What changes would I make in the decision?"

—Sue cartoon showing frustrations experienced by a person who finds himself in a "trouble" situation because he didn't use the problem solving process. Ask, "How could the situation be avoided?

POSTTEST:

—Ask your teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Ask the teacher for case studies with problems situations and make the decisions using the process learned.

—Develop skits where decision-making must be done concerning activities in FHA, class, school and at home.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Safety

OBJECTIVE:

—Develop at least four criteria for determining safety features for each of the following types of products: toys, clothing, foods and cosmetics.

PRETEST:

—Lost at least four criteria for determining safety features for each of the following types of products: toys, clothing, foods, cosmetics.

LEARNING STRATEGIES:

—Select one product from each of the following that are present in your home and evaluate it for safety: toys, clothing, foods, and cosmetics.

—Find and read from **Consumer Report** and other consumer information sources one article that evaluates the safety of each type of product you evaluated.

—Write a letter to one manufacturer concerning your likes or dislikes about consumer product safety. Ask for information about that company's safety codes.

—In small groups, refer to the above evaluations of products and develop a list of four questions or criteria to use when determining the safety of each of the following: toys, clothing, foods and cosmetics.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Report on the book, **The Jungle,** by Upton Sinclair. This book, published in 1906, gives a shocking disclosure of working conditions in the Chicago meat packing houses at that time.

—Prepare a bulletin board or display on familiar safety features of products.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Safety

OBJECTIVE:
CE —Identify at least three consumer products and practices which are harmful or potentially
IR harmful to the environment or the individual and at least one way in which each situation could be corrected.

PRETEST:

—Identify at least three consumer products and practices which are harmful or potentially harmful to the environment and at least one way in which each situation could be corrected.

LEARNING STRATEGIES:

—Refer to selected references and visuals concerning the advantages and disadvantages of pesticides.
—Investigate laws in your community and state which control waste disposal and burning. Set up a committee to share the work. Report to the class.
—Report on one animal which has become extinct or near extinct due to man's management of wildlife.
—Plan ways to conserve materials within your own home and devise ways to make storage and reuse efficient. How might a nearby recycling center assist you in these plans?
—With two or three other students, investigate and develop a pictorial story to present to the class about consumer products and practices which are harmful to the community or individual and ways in which teenagers can help overcome these.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Work with or interview someone associated with a recycling center and evaluate results.
—Prepare a chart about community organizations to which homemakers can belong concerning correction of products and/or practices which are harmful to the environment.
—Develop a list of five or more careers which are related to consumer safety and include in the list personal characteristics which would be appropriate to each career choice.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Information

OBJECTIVE:
CE —Develop a set of at least five standards to use when judging the effectiveness of information attached to the purchased product.

PRETEST:
—List at least five standards to use when judging the effectiveness of information attached to the purchased product.

LEARNING STRATEGIES:
—Read selected references and/or view visuals concerning labels, seals of approval, guarantees and warranties, brand names and use and care information.
—Collect samples of approval insignia and ratings of various sorts. Arrange an exhibit of the samples, clearly indicating what each symbol means. You may work with two or three other students when developing the exhibit.
—Investigate the labels found on some product other than processed foods, clothing or textiles. What are these labels like? What facts do they contain?
—Choose a product you would like to buy and interview businessmen regarding guarantees and warranties for the product.
—Choose a product available in at least two different name brands and which has use and care information. Compare the information presented. What additional type of information would you like? How does the information help the consumer?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Choose teams for comparative shopping. Select stores in both depressed and affluent areas. Compare information given from the two areas.
—Collect as many labels as you can for a product you would like to buy. Mount the labels in a notebook and analyze them for useful information. What kind of information is needed for proper use. What essential information is not included? What certification seals are available? Obtain the help of local merchants and salespersons if necessary. Look through monthly and annual issues of **Concumer Reports** and consumer bulletins and list in your notebook the different ratings you find for the product. Briefly describe the tests that were used to determine their ratings.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Decisions

OBJECTIVES:

HR —Identify the opportunity costs of each alternative when confronted with at least three
CE consumer choices.
SD —Apply the decision-making process in making at least three consumer decisions to meet personal wants and needs.

PRETEST:

—List the opportunity costs of each alternative when confronted with three given consumer choices.

—Use the decision-making process in making at least three consumer decisions to meet personal wants and needs.

LEARNING STRATEGIES:

—Discuss with teacher the meaning of opportunity cost.

—Participate in an auction in which everyone has a predetermined amount of play money. Auctioneer sells items until everyone has spent all his money. Afterwards discuss in groups the satisfaction and opportunity cost of the purchases.

—View filmstrip on ways people shop.

—Analyze the opportunity costs involved with a homemaker works outside the home.

—Discuss factors that influence people to buy one product rather than another, why someone might deliberately buy something he knows he can't pay for, why some people buy things they do not need or really want.

—Conduct a survey of places to shop in the local area and compare prices, merchandise, services, and reputation of stores.

—Define and contrast a purchase that was planned with one that was made on impulse. Determine the opportunity cost of the impulse buy.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Recall your own behavior in stores. Indicate the type of behavior and actions. Analyze to discover reasons for these and how they affect the behavior of others. Determine the opportunity costs of such behaviors.

—Keep a record for one month of all the alternatives to consider, both human and material.

—Record the decision made from alternatives. How many times did one give up desired alternative for another (opportunity cost)? Analyze the values involved in this decision. List the times that one resource was substituted for another when it was necessary to choose among alternative items or activities.

—Draw up a list of pointers on buying several specific products. Put a new list on the classroom wall or door each day. You might want to use pictures and cartoons to tell the story.

LEVEL 1

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Decisions

OBJECTIVE:

CE —Evaluate the impact of at least three consumer choices on personal finances, on business
IR and on the economy.

PRETEST:

—Evaluate the impact of at least three of the listed consumer choices on personal finances, on business and on the economy.

LEARNING STRATEGIES:

—Refer to readings and visuals on the effect of consumer choices on the economy.

—Develop a model of the rights and responsibilities of the consumer in the economy. Give specific examples of each right and responsibility.

—Discuss and set up role playing situations to illustrate ways consumers affect business and economy. Present to group.

—In a group meeting, describe the last article you bought and tell why you bought it, when you bought it, whether you still like it, whether you would buy it again, what influenced your choice and how the purchase affected others.

—Discuss how a mother's working affects the local economy, for example: babysitting, savings, food budgets, local businesses and other consumer services.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read *Life on Paradise Island.* Explain the economic system portrayed in the book and report to the teacher and/or class.

—Use an example of a family without a car to come up with ways of shopping without going to neighborhood stores to show that these may be expensive when compared to large stores in shopping areas. Evaluate each in terms of transportation costs, merchandise section and equality, dollar price differences, and difficulty in getting to shopping areas away from home. Determine when it would and when it would not pay to make the effort to go to large shopping areas.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Protection

OBJECTIVES:

CE —Identify the aid and protection offered the consumer by at least six business, government and independent organizations.
IR
SD

—Distinguish among at least six sources of consumer protection in order to formulate an opinion as to which are best qualified to deal with specific consumer problems.

PRETEST:

—Identify the aid and protection offered the consumer by at least six business, government and independent organizations.
—Distinguish among at least six sources of consumer protection in order to formulate an opinion as to which are best qualified to deal with specific consumer problems.

LEARNING STRATEGIES:

—Refer to selected readings on consumer protection.
—Plan a debate with other students concerning the good and bad points of government protection.
—Invite the postmaster to discuss the services of the Consumer Advocate Office in the U.S. Postal Service.
—Develop a report for the class about the history of consumer protection efforts.
—Use the Readers' Guide to find articles about agencies of consumer protection. Develop a list of at least six and list their services.
—Find a reference exposing a consumer product scandal. Summarize for the class and discuss the value of such literature.
—Interview several businessmen about the aid and protection offered the consumer by them.
—Write to an independent consumer group concerning their services. Develop a class guide describing these groups and their services.

QUEST, IEE AND FHA SUGGESTIONS:

—Contact the consumer advocate at the state capital for information and services available. Report on the activities and make suggestions for added services.
—Prepare a bulletin board of current magazine articles about consumer protection.

POSTTEST:

—Ask teacher for posttest.

LEVEL I

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Grievances

OBJECTIVE:

SD —Evaluate at least three possible procedures for presenting consumer comments to manu-
CE facturers and sellers to determine which methods bring the most satisfactory results for
HR all concerned.

PRETEST:

—Describe and evaluate at least three possible procedures for presenting consumer comments to manufacturers and sellers to determine which methods may bring the most satisfactory results for all concerned.

LEARNING STRATEGIES:

—Read selected references on consumer grievances.

—Organize a group of "Nader's Raiders" and present a news conference for the class "press" concerning some product complaint. Another group could write the news coverage. Discuss the value of such complaint activity.

—Plan a panel on "Consumer Satisfaction and Product Improvement." Panel members could be representatives from business, government or consumers.

—Write a letter to a manufacturer to voice a complaint, compliment or suggestion concerning a specific product. Attach a note requesting a comment on the value of the letter and how it might be improved. Compile a list of suggested procedures for voicing consumer comments. Compare letters sent and letters received.

—Investigate fraudulent and deceptive practices in the marketplace. Report your findings to the class. For example: collect articles concerning fraud and group under headings of short-changing, short weight, repair swindles, deceptive packaging, charity gyps, health quackery, home improvement swindles, mail frauds and get-rich-quick schemes; compare "bait and switch" to "trading up"; referral sales; fake sales; low-balling or low priced service on an item which leads to high priced repair needs discoverd later; false preteness.

—Ask the teacher for case studies 1 and 2.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a bulletin board on "How to Voice a Consumer Comment".

—Give a talk at FHA about "How to Voice a Consumer Comment".

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: CONSUMER ACTIONS AND REACTIONS IN THE MARKETPLACE

CONCEPT: Consumer Grievances

OBJECTIVE:
CE —Distinguish between misuse of product and product failure.
SD

PRETEST:

Given three examples, distinguish between misuse of product and product and product failure.

LEARNING ACTIVITIES:

—Define misuse and use it in a sentence.
—Interview four teenagers about some product failure. Ask them if they feel that it failed because it was a 'lemon' or because they didn't use it as it was intended.
—Invite a car dealer to speak on this topic of distinguishing between misuse of product and product failure and the problems he encounters.
—Develop a code of ethics for the consumer and for the seller in regard to this topic.

POSTTEST:

Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Choose a product and interview several store managers about any failures and if any were caused by misuse. Set up a summary chart to explain findings.
—Investigate job descriptions of people who work in complaint departments, Better Business Bureau, or similar agencies. Determine whether you possess the personal characteristics to be successful in this kind of work.

LEVEL 1

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: Present Family Relationships

OBJECTIVES:

IR —Choose from a list three appropriate ways to get along with present family members:
SD communication, mutual trust, compromise and effort.
HR —Demonstrate increased participation in family acti[illegible] and acceptance of differing roles of family members.

—Recognize the contribution of satisfying family relationships to establishing relationships with other individuals or groups.

PRETEST:

—Given three situations where family harmony is threatened or broken by the action of one or more family members, determine a way that harmony can be reestablished or maintained in each given situation.

—Complete a check list of family activities in which you participate and explain how two or more of these activities contribute to satisfying family relationships. Describe what each family member does that helps the total family.

—Read the case studies of two teenagers, one from a family in which relations have a positive base and the other from a family with a negative base. The two girls will be placed in the same situation involving other individuals. Complete the probably outcome of each case study in the given situation based on their individual history.

LEARNING STRATEGIES:

—Read references on the teenager as a family member.

—Determine the extent to which one should be involved in family decision making. List the decisions which teenagers believe they should have a part, those which teenagers should be permitted to make by themselves, and those which do not concern teenagers.

—View filmstrip or movie dealing with the "generation gap" and ways that communication between parents and teenagers can be improved.

—Read a case study that depicts a family confronted with a major problem, such as: illness, absence of one family member, unemployment and disability. Find two possible solutions for meeting the family's needs by adjusting the roles of family members.

—Minute drama: act out and let class identify the different kinds of roles and functions of each family member.

—Analyze case studies which show how mutual trust between adolescents and their parents reduces family conflicts.

—Establish guidelines for solving family disagreements, identify problem, let each person state his feelings and examine every solution mutually.

—Discuss: "Parents are people, too."

POSTTEST:

—Ask teacher for posttest.

QUEST, IFE AND FHA SUGGESTIONS:

—Role play a family council that considers a problem and reaches an agreeable solution.

—Play record "Walk a Mile in My Shoes". Relate this to family relationships.

—Discuss the implications of the following situations:
"My father is always the 'boss'. What he says, goes."
"I always tell Mom what I want to do. She can take care of Dad."
"I don't even ask. I just do as I please."
"Our whole family discussed our plans for vacation this year and finally we all agreed on . . ."
Determine the structure and pattern for control that is illustrated in each of the above situations.

—Debate: "Teens must earn the trust of parents" vs. "Teens should be trusted until found untrustworthy."

—Assume the role of a parent and react to situations involving teenagers such as "proper" length and/or skirts, freedom to choose friends and how to spend one's time.
Assume the role of a teen who does not like or approve of friends or associates of his parents.

—Formulate ten commandments for good family membership.

—FHA—Invite an international and an older American student to identify some of the patterns which have been handed down in their cultures. Relate these to similarities and differences in individuals roles in the family.

—Problem Swap—Have students write their biggest problem on a piece of paper. Place in a grab bag. Pull out someone else's problem and compare with your original problem. Can you say, "I don't have it so bad after all?"

—Make a bulletin board using pictures of people young and old showing different personality characteristics and different moods. Discuss terms used to identify these people and point out some of the differences and the similarities in people. Students tell what each of these people can contribute to the family unit and how the family unit can contribute to the life of each of them.

—Write a paper on the role you expect to play as an adult.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: Peer Group Relationships

OBJECTIVES:

IR —Demonstrate increased self-confidence and satisfaction in peer-group relationships.

SD —Develop a minimum of three desirable personality traits which will increase your ability to make friends.

—Recognize that your goals and values affect and are affected by your peer-group relationships.

PRETEST:

—Given ten situations, rank your level of self-confidence. Select at least three of the situations and devise a plan whereby you will be able to develop more self-confidence in the given situations.

—Write about three of your desirable personality traits and tell how they affect your ability to make friends. Explain how you can use these traits in a better way to help you socially.

—Identify your weakest personality trait and make a plan that you can use to improve this trait.

—Read a case study that shows how conflicting goals and values affect peer relationships. Identify the values and goals of each individual involved and explain how they affect peer relationships.

LEARNING STRATEGIES:

—Read references on personality to find a definition and a list of desirable traits.

—Discuss the best-liked person in own crowd. Analyze what makes him so well accepted.

—Present a concert of popular and folk records of songs illustrating various traits that enhance friendship.

—Complete this sentence: "A friend is someone who __________" Record on tape the sentence of each class member. Play the tape and discuss.

—Analyze the traits of someone of own age group in a current TV series pointing out qualities that make him or her likeable.

—Distribute to each student a piece of paper with an undesirable personality trait listed. Have student portray a person with this trait and the remainder of the class guess the trait. Develop a plan for the improvement of these traits.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a paragraph on "Today I Became a Better Friend Because".

—Write a poem about friends or friendship.

LEVEL 1

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: Opposite Sex Relationships

OBJECTIVES:

IR —Demonstrate an awareness of and an acceptance of sexual role.
SD —Develop a positive attitude toward sexuality.
HR —Recognize that the various types of love can help an individual develop maturity in relationships with the opposite sex.
—Describe ways that relationships with the opposite sex can help to develop values and personality in self and others.
—Appraise how the responsibilities and privileges of dating can improve relationships with the opposite sex.

PRETEST:

—Tell how you feel about the given situations that illustrate how a person's sexual role may determine one's actions, not one's interests or ability.
—Read two case studies that illustrate both a damaging home situation and one that is helpful. Tell how you feel the home situations have influenced the individual's own feelings about their sexuality.
—List a minimum of four types of love and explain how each type is part of the process of becoming a mature person, able to give and receive love.
—Explain a minimum of three ways in which the values of one individual influence and are influenced by those of the other individual in an opposite sex relationship.
—List at least three reasons to show how the responsibilities and privileges of dating can improve opposite-sex relationships.

LEARNING STRATEGIES:

—Read and review references to gain more knowledge of human sexuality.
—View filmstrips to increase knowledge of sexual differences.
—Discuss the value of the development of personal standards for boy-girl relationships.
—Read case studies which illustrate the different viewpoints of the male and female toward sexuality.
—It has been said that "one must have been loved to know how to love." Write a case study showing how a teenager's ability to get along with the opposite sex has been influenced by the care and love he has received in his home.
—Analyze short stories telling of sexual behavior used negatively to control another's behavior, to rebel, to harm another person, to glorify self and to get even.
—View filmstrips or movies to aid in establishing personal standards for sexual behavior.
—Identify differences between infatuation and love.
—View filmstrips or movies to aid in understanding real love.
—Use question box for dating problems.
—Analyze advantages and disadvantages of group dating, single dating, and going steady.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—List at least five responsibilities or privileges of dating. Explain how the acceptance of these responsibilities and the use of the privileges can help improve one's ability to relate to the opposite sex.

—Analyze your feelings on your first date. Why did you feel as you did?

—Read a story that tells about opposite-sex relationships. Explain how the values of the people involved influence and are influenced by these relationships.

—FHA—Plan a Sadie Hawkins or Sweetheart Party where girls invite boys.

LEVEL 1

PERSONAL, FAMILY AND COMMUNITY RELATIONSHIPS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: School Relationships

OBJECTIVES:

- —Practice honesty and responsibility in school and accept the feelings of others.
- —Exhibit ability to adjust to the total school environment.

PRETEST:

- —Given five case studies analyze the level of honesty, fairness and responsibility of the individual involved. Place yourself in the position of two of these individuals and explain how you would function in each case.
- —Describe three situations in which you would need to accept the feelings of a fellow student. Tell how you would do this.
- —Read a case study describing a student experiencing difficulty in adjusting to his total school environment. Pretend you are this individual and tell how you would handle this problem.

LEARNING STRATEGIES:

- —Brainstorm aspects of honesty such as: respect for property, respect of others, being true to self, being two-faced, relating an incident (gossip), telling white lies, cheating on homework or tests.
- —Teacher and students form ground rules based on honesty and responsibility in the classroom.
    - —students agree to . . . .
    - —teachers agree to . . . .
- —Define terms: honesty, responsibility. Consider how they are related.
- —Write a letter to a new student and try to help him know what one should do in order to succeed in your school.
- —Determine rules to be observed in the classroom, hallways, lunch room and at school events.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Identify ways in which the family can supplement formal education through experiences, travel, books, music and newspapers.
- —Identify one personal habit having to do with school responsibilities that could be improved. Consciously work to change the habit. A classmate sharing the same habit may be helpful in making the change.

LEVEL 1

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: Community Relationships

OBJECTIVE:

—Demonstrate an awareness of the interdependence of the individual and his community by making a positive contribution to a community activity.

PRETEST:

—Name a community activity in which you have participated. Summarize its value to you as an individual and to the total community.

or

Name a community activity in which you choose to participate. Summarize its potential value to you as an individual and to the total community.

LEARNING STRATEGIES:

—List organizations to which class members now belong.

—Survey the community to develop a list of organizations and activities available to teenagers. Report the purposes and requirements for membership for each organization.

—Ask a resource person from the vice squad or sheriff's department to discuss drugs and agencies within the community that help drug addicts overcome use of drugs.

—Take a trip to a community facility to discover more about it. Discuss findings in class.

—Discuss the relationship of the quality of the student's citizenship now to that of his role as a community member tomorrow.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Identify annoying infringements on the rights of others such as: littering, trespassing, pets and noise.

—Invite a Chamber of Commerce member to speak to the class concerning community involvement.

—Discuss in a panel the establishment of priorities when selecting community activities.

—FHA—Plan an "Improve the Environment" campaign.

LEVEL 1

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SATISFYING INTERPERSONAL RELATIONSHIPS

CONCEPT: On the Job Relationships

OBJECTIVE:

—Recognize that one can develop satisfactory interpersonal relationships on the job by being responsible, considerate, pleasant and adaptable.

PRETEST:

—List a minimum of four personal attributes an individual needs in order to develop satisfactory interpersonal relationships on the job and explain how each contributes.

LEARNING STRATEGIES:

—Dramatize situations involving employers, employees and fellow workers in the following:
    —The employee is late for the third time in the past week.
    —The "good" employee who is not well-groomed.
    —A fellow employee becomes ill and must go home but his work must be completed.
—Have an employer speak to the class about desirable qualities of employees.
—Invite a panel of job-training students to discuss "Getting Along on the Job" from the viewpoint of a young employee.
—Identify the ways you have succeeded or failed in the jobs you have held up to the present.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Analyze "trouble spots" in getting along with employers and fellow employees.
—Generalize how making friends and being a cooperative family member carries over into being a pleasant employee.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: Physical Needs

OBJECTIVE:

SD —Recognize food needs at each level of growth (infant, toddler, preschooler, early school, adolescence).
HR
CE

PRETEST:

—List four food needs at each of the following age levels: infant, toddler, preschooler, early school, adolescence.

LEARNING STRATEGIES:

—Read references on food needs of children.
—View films of the proper techniques of feeding a baby.
—Chart the food needs of children and the ages at which a young child can eat various foods.
—Discuss the importance in guiding young children in forming good food habits.
—Discuss the importance of regular mealtime and wholesome snacks for children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss the influence of television ads on children's attitudes toward food. Create an ad that would make children aware of the benefits of nutritious food.
—Read selected references on breast feeding. Consider society's attitude toward breast feeding today. Discuss positive and negative attitudes of breast feeding.
—Debate breast feeding vs. bottle feeding.

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: Physical Needs

OBJECTIVES:
SD —Illustrate sleep needs at the various growth stages.
HR —Demonstrate proper bathing and skin care procedures for an infant.

PRETEST:
—Chart sleep needs of children during at last three stages of their growth.
—Demonstrate proper bathing and skin care of a baby using a doll or real child.

LEARNING STRATEGIES:
—Read references on the sleep needs of children.
—Compare the requirements of sleep and exercise of a six-month-old child, a six-year old child, and a sixteen year old child.
—Suggest ways to get small children to bed with a minimum of trauma.
—View films on bathing a baby.
—List the bathing and skin care needs of a child.
—Observe a mother giving a young child a bath. Discuss various bathing equipment and products.
—Establish criteria for handling bath time procedures for children.
—Experiment with a washable doll the various ways of holding an infant when giving a bath.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Develop a bulletin board showing bath time hazards and how they can be corrected.
—Test various bath products and equipment for desirable use by children. Consult dermatologists for more information.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: **CHILDREN'S Basic Needs**

CONCEPT: **Physical Needs**

OBJECTIVE:
IR —Identify a minimum of ten health and safety needs of children.

PRETEST:
—List ten health and safety needs of children.

LEARNING STRATEGIES:
—Discuss need for safety of child vs. need for experimentation.
—Identify dangers for children in different age groups: infants, preschoolers, school agers.
—Role plan situations using poor safety, then react using safety precautions.
—React to each of the following. Tell why and when each is necessary:

plenty of food
good food
clothing
immunizations
physical checkup
dental checkup
rest
clean surroundings

—Observe a nurse demonstrate techniques to use in home care of a sick child and in caring for injuries.
—Determine the nutritional needs of a convalescing child. Plan menus and ways of serving convalescent meals.
—Create a bulletin board showing diseases which presently have immunizations.
—Discuss how often to have a physical examination for a newborn, for a preschooler, and for a school age child. How important is the physical examination to health? What is meant by preventive medicine?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Visit a child care facility and analyze the indoor and outdoor play areas to identify potential safety hazards.
—Survey homes with young children to find hazards and ways to eliminate the hazards.
—Prepare a first aid kit to be used in your home or for babysitting purposes.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: SOCIAL NEEDS

OBJECTIVES:

SD —Identify a minimum of three basic social needs of children.
LS —Demonstrate a minimum of five ways to show children they are loved, valued, and respected.
IR

PRETEST:

—List three basic social needs of children.
—Demonstrate five ways of showing a child he is loved, valued, and respected.

LEARNING STRATEGIES:

—Read selected sources on social needs of children.
—Read sources discussing children's solitary play, parallel paly and cooperative play. At what age does each stage seem most common?
—Observe children reacting with other children. Write down the social interaction which occurs. Do they share, talk together, show affection, respect of others, etc.?
—Discuss ways to show love to a child. Consider ways that your parents and teachers show their love and respect to you. Why do some people have difficulty expressing these feelings?
—Work in small groups to develop case studies concerning a child's need for acceptance, affection, and achievement.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe young children in a group situation to see how they are meeting each other's needs.
—Analyze case studies to learn of various ways children react socially to others.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: Emotional Needs

OBJECTIVES:

SD —Identify children's basic emotional needs.
IR —Explain the importance of expressing emotions in socially approved ways.

PRETEST:

- List children's basic emotional needs.
- Explain the importance of expressing emotions in socially approved ways.

LEARNING STRATEGIES:

- Read resources on emotional needs of children and expression of emotions.
- List emotions common to each age level.
- Clip pictures from magazines showing emotions and label them.
- Identify some emotions that are being expressed presently in the classroom situation. How else could they be expressed?
- Observe young children and record conversations which reveal their feelings, anxiety, curiosity, and fears.
- Observe parent-child interaction during a child's emotional outbreak. Analyze causes and how it might have been avoided.
- Role play various situations in which a child expresses emotions in a socially unacceptable way. Determine ways to help the child express his feelings in socially approved ways.
- Discuss children's reactions to uncontrolled emotions in adults.
- Share personal experiences of emotions felt as a child and what this emotion means now.

POSTTEST:

- Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- Keep a diary for 48 hours recording emotional situations and how your needs were met.
- Prepare a bulletin board illustrating various ways in which children express their affection.
- Listen to a presentation by a worker in the area of emotional health (psychiatrist, mental health worker, emotional health counselor).

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: Intellectual Needs

OBJECTIVES:
SD —List a minimum of four basic intellectual needs of children.
—Explain the influences of books, records, and individuals on children.

PRETEST:
—List four basic intellectual needs of children.
—Explain the influence of books, records, and individuals on children.

LEARNING STRATEGIES:
—Read resources on intellectual needs of children.
—Share experiences of one's own childhood memories relating how certain information was learned or how childhood problems were solved.
—Discuss ways adults can offer children the opportunities to reason and attack problems.
—Listen to children talking; note the structure of sentences, words used and information conveyed.
—Discuss how adults stimulate a child's learning about himself, others, and the world around him.
—Explore a variety of children's books, nursery rhymes, and records to see influences they might have on children.
—Observe various TV shows developed specifically for children (Sesame Street, Misteroger's Neighborhood, Electric Company, etc.). Note various methods used to educate a child.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Help a child learn something new (colors, how to tie shoes, how to feed one's self). List various steps the child went through before goal was accomplished.
—Construct a toy or game that would aid a child's intellectual development.
—Visit a preschool center or kindergarten and list equipment used to stimulate intellectual growth.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: CHILDREN'S BASIC NEEDS

CONCEPT: Hereditary and Environmental Variations

OBJECTIVES:

SD —Identify at least ten hereditary and environmental variations in children.
—Determine at least five environmental or hereditary characteristics that have caused children to have special needs.

PRETEST:

—List ten hereditary and environmental variations in children.
—Given specific case studies, determine five environmental or hereditary characteristics which cause children to have special needs.

LEARNING STRATEGIES:

—Read resources on hereditary and environment. Consider defects in heredity and environmental influences that cause children to have special needs.
—Review knowledge of hereditary and environmental characteristics by using flash cards labeled with various traits (blindness, blue eyes, freckles). Consider if each trait is hereditary, environmental, or either.
—Invite a local pediatrician, nurse, or health department representative to discuss various problems and defects in children caused by hereditary or environment.
—Read about the culturally disadvantaged child. List negative and positive conditions about his environment which affect fulfillment of basic needs.
—Survey the community to determine environmental conditions which could affect children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Invite a mother of twins to discuss how the twins differ in size, temperament, personality, talents, and interests. What factors does she attribute to these differences?
—Work with a child who has special problems such as blindness, hearing loss, mental retardation, missing limbs, etc. Observe how the child compensates for the specific problem.
—Consult speech therapist for ways to help those with speech problems. Act as teacher aides for therapist by helping with speech exercise, repeating sounds, rhymes, and jingle, describing objects, reading labels and captions.
—Become a Big Sister or Big Brother to a child in the community who has special needs. Read references on the specific problems and develop ways to work with the child to help him overcome some of the problems.

CHILD DEVELOPMENT

UNIT TITLE: GUIDANCE OF CHILDREN

CONCEPT: Guidance Methods

OBJECTIVE:

IR —Apply a minimum of three positive guidance methods when directing children's behavior.
SD

PRETEST:

—Demonstrate three methods of positive guidance when directing children's behavior.

LEARNING STRATEGIES:

—Read references on positive guidance.
—Observe parents or parent substitutes guiding behavior of children. Identify positive methods used. Describe ways negative examples could be changed to positive.
—Practice using a positive method with a tape recorder.
—Play game using flash cards to stress use of positive methods of guidance. Example: "Don't sit on the table" or "Don't put the play dough in your mouth." Rephrase these into positive directions.
—Discuss how self-discipline grows out of positive guidance methods. Give examples of guidance situations where self-discipline will be learned.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Survey child care facilities in your community to find types of discipline they use.
—Observe children's behavior in a child care facility. Evaluate behavior and suggest alternatives for guidance.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: PLAY ACTIVITIES AND MATERIALS

CONCEPT: Infant Stimulation

OBJECTIVES:
IR —Recognize a minimum of five types of infant stimulation.
CE —Summarize views and research on infant stimulation.

PRETEST:
- —Given a case study, recognize (by underlining) a minimum of five types of infant stimulation.
- —Summarize at least three viewpoints or research findings on infant stimulation.

LEARNING STRATEGIES:
- —Read a minimum of three references on infant stimulation.
- —View films on stimulation of infants.
- —Look through a variety of educational toy catalogs and identify items used to stimulate infants. Consider ways to improvise toys and play materials for less cost.
- —Observe mothers or mother substitutes with infants and identify various intentional and unintentional stimuli (verbal, material, etc.). Observe infant stimulation provided by older siblings.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Demonstrate ways to use various play equipment designed for infant stimulation. Analyze how it would stimulate infant and possible results of its use.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: PLAY ACTIVITIES AND MATERIALS

CONCEPT: Play Materials and Activities

OBJECTIVES:

IR —Explain the relationship of play to the growth and development of children.

CE —Create materials and activities which provide children with learning and developing opportunities.

PRETEST:

- —Write a case study which explains the relationship of a child's play to growth and development.
- —Create at least one activity, game, toy or other material to assist in a young child's learning and developing.

LEARNING STRATEGIES:

- —Read references on varieties of play and its relationship to growth and development. Include dramatic play, creative play, manipulative activities, large muscle activities.
- —List three ways each type of play could be used with preschoolers, school agers.
- —Name two toys which would be good for each of the following:
  - developing small muscle coordination
  - developing large muscle coordination
  - releasing emotions
  - encouraging creative-dramatic play
- —Identify and discuss various art experiences for children. Consider the value of each.
- —List and play games which are appropriate for children at various ages.
- —Divide into groups and develop criteria for selecting toys. Create display case showing criteria and examples of appropriate toys.
- —Design a toy or activity for use with children and explain how it will help children to learn or develop.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Observe groups of children as they play. Do they share? Are they cooperative? Do they show concern for others? Why are these qualities important? Consider changes in their reactions with age.
- —Observe a child care facility. Note kinds of play they have (free-guided play, indoor, outdoor play, quiet active play). Why is a variety needed?
- —Create a toy for a child friend that is for his specific age and developmental stage.
- —Visit a child care facility. Make a list of all equipment that aids physical growth.

LEVEL 1

CHILD DEVELOPMENT

UNIT TITLE: WORKING PARENTS

CONCEPT: Values and Adjustments

OBJECTIVES:

SD —Analyze personal values relating to employed parents.
LS —Identify criteria for selecting parent substitutes.
IR —Determine a minimum of ten adjustments which must occur in families with parents
HR employed outside the home.
CE

PRETEST:

- —Analyze personal values relating to employed parents.
- —List at least five criteria for selecting parent substitutes.
- —Determine a minimum of ten adjustments which must occur in families with parents employed outside the home.

LEARNING STRATEGIES:

- —Discuss in small groups how working parents might affect a young child's development.
- —List personal values relating to employed parents. Discuss this personal value list with others to see their viewpoints. Analyze in relation to viewpoints discussed and note any changes in feelings.
- —Debate: "**Quantity** of time spent with children is stronger than **quality** of time spent."
- —Read references for selecting baby sitters, play schools, nurseries, and other substitutes. Using flash cards, react to situations relating to children. Tell how each could be handled by a mother substitute.
- —Interview students who have working parents. What were the advantages or disadvantages of having both parents employed?
- —Plan a schedule for a mother who is employed in an 8:00 - 5:00 job. Discuss how she would complete her homemaking activities and have time for her children. What schedule changes will need to be made by **all** family members?
- —Find examples of a working mother who has supplemented an income. Consider what some class members would have to go without if mothers stopped working.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Listen to a panel of working mothers discuss how they meet their family's needs.

CHILD DEVELOPMENT

UNIT TITLE: OPPORTUNITIES FOR EMPLOYMENT

CONCEPT: Child Care Opportunities and Requirements

OBJECTIVES:
SD —Identify areas of employment opportunity in child related areas.
CE —Describe the requirements necessary for at least one type of child care employment.

PRETEST:
—List five opportunities for employment in area of child care.
—Describe requirements necessary for at least one type of child care employment.

LEARNING STRATEGIES:
—Read references on employment opportunities in child related areas and the necessary requirements for the various positions.
—Read "help wanted" ads in local newspaper to determine types of child care jobs available.
—Survey immediate community agencies for job opportunities in the child care field.
—Discuss with at least two persons employed in child care occupations what they foresee as possible future job opportunities in the child care field. Determine what requirements are necessary to hold their position and how additional education might affect their position.
—Present group reports giving pros and cons of employment in various child care related occupations.
—Develop a chart or bulletin board showing a variety of child care employment requirements.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Compile a folder on child care employment opportunities; include qualifications needed, salary, job descriptions, and fringe benefits.
—Visit several establishments serving young children. List as many specific job possibilities for a child care worker as you can.

LEVEL 1

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Adequate Nutrition in Daily Food Patterns

OBJECTIVES:

SD —Create nutritionally adequate menus for a day for a teenage boy and for a young married
HR couple who both work outside the home.
CE —Analyze three meals purchased away from home for nutritional content.

PRETEST:

—Create nutritionally adequate menus for a day for a teenage boy and for a young married couple who both work outside the home.

—Analyze three meals purchased away from home for nutritional content.

LEARNING STRATEGIES:

—Review reference on basic nutrients and their functions. Chart the facts according to nutrient, function, and source.

—Identify the food nutrients present in a given menu. Tell what portion of the daily food requirements is met by the nutrients in the menu for a teenage boy and for young adults.

—Play nutrition bingo. Cards are prepared with carbohydrates, proteins, fats, vitamins, and minerals in the nine squares. Leader asks questions concerning nutrition, players find answers on the card and cover them. First person to complete a line must explain the function of the nutrients which are covered.

—Use a restaurant menu to determine the nutritional content of the foods offered on the menu.

—Prepare a report on the duties of a nutritionist being sure to define terms—nutritionist and dietitian.

—Indicate how a given menu may be altered to make it appropriate for different stages of the life cycle.

—Survey the eating habits of teens. List good and bad food habits as indicated by the survey, and report results to classmates with recommendations for possible improvement.

—Develop some real life situations in which families are on various time schedules and plan a system of providing an adequate food pattern for these situations.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Develop a nutrition checklist and evaluate your food intake for several days.

—Prepare a cartoon series on the function of nutrients to be published in the school newspaper.

—Study how nutritional needs vary for different life styles. Discuss with class members.

—Present a skit introducing:

a. Carbohydrate Couple (sugars and starches)
b. Protein Progeny
c. Friendly Fats
d. Mineral Mixtures
e. Vital Vitamins

—Plan a list of food to be taken on a week-end camping trip; also, consider food to be included for backpacking.

LEVEL 1

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Food Purchases, Storage and Utilization Techniques

OBJECTIVES:

CE —Select quantities and determine form of food to be purchased based on the amount of money
LS and storage available in three life style situations and justify the selections.

—List eight grocery shopping rules that, if followed, should result in consumer and producer satisfaction.

PRETEST:

—Using three life style situations, explain how the quantity and form of food selected may be different based on the life style in question and the amount of money and storage available.

—Identify and explain eight grocery shopping rules that, if followed, should result in consumer and producer satisfaction.

LEARNING STRATEGIES:

—Read reference or view filmstrip on form in which food may be purchased.

—Using a common food, develop a display of the forms in which this food can be purchased with prices of each form. Consider number of servings per form and examples of when each form is best used.

—Develop and administer a questionnaire that deals with the food shopping habits of consumers; enlist the cooperation of a local food store or administer the questionnaire to neighbors. Compile the results and report any conclusions that seem clear.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Display a what's new counter containing actual convenience food packages.

—Do the family grocery shopping three times, utilizing the principles of effective grocery shopping. Keep a record of what is done each time, noting any improvements.

LEVEL 1

FOOD AND NUTRITION

UNIT TITLE FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Food Purchases, Storage and Utilization Techniques

OBJECTIVES:

HR
- —Describe types of storage required for ten foods.
- —Prepare six different types of food items for storage utilizing acceptable storage containers and materials and explain why each was used.
- —Evaluate in a familiar kitchen the storage places for various types of food and make changes to improve ease of use if results seem desirable.

PRETEST:
- —Using six different types of food items, prepare for and identify acceptable storage containers and materials for each, and explain why each is used.
- —Evaluate storage places for various types of food by justifying each one's place in the kitchen, making suggestions for charges if the storage place seems undesirable.

LEARNING STRATEGIES:
- —Survey grocery shelves and then list the various containers and materials available for storing food items at home, noting the food items for which they are suitable.
- —Consider what recycling of containers and materials can be utilized in food storage.
- —Read reference on kitchen storage or the management of kitchen space.
- —Plan for storing a prepared list of kitchen items in a kitchen unit which has a range center, mixing and prepapration center, and service center.

QUEST, IEE AND FHA ACTIVITIES:
- —Plan to can or freeze a particular food item and list the advantages and disadvantages of each method.
- —Locate someone in the community who dries, cans, freezes, and smokes food for storage. Use this person as a resource for individual or class projects.
- —Evaluate the storage procedures currently used in the family's kitchen and plan cooperatively for any changes that would make kitchen storage more efficient.

LEVEL 1

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Cooperative Management

OBJECTIVES:

HR —Identify six techniques to simplify the task of providing nutritionally adequate food for individuals or families in three selected life styles.
IR —Analyze the present family responsibilities for meal preparation and create and carry out specific plans for family members to share the tasks.

PRETEST:

—List six techniques to simplify the task of providing nutritionally adequate food for individuals or families in three selected life styles.
—List specific plans for individuals in three different life styles so that the responsibilities for meal preparation are shared tasks.

LEARNING STRATEGIES:

—Interview individuals to determine how the task of providing food for their households is met. Ask representatives of differing life styles to discuss them with the class.
—Read references on work simplification and preparation techniques that simplify meal preparation.
—List ways that individuals in the home may be involved in meal preparation tasks, taking into consideration age, time available, and work schedules.
—Plan a day's meal preparation schedule for a family of four whose parents work full time outside the home and who have a teenage son and elementary school age daughter.
—Identify and chart the responsibilities to be shared by individuals who are to prepare a simple meal during laboratory time at school.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

—Create a bulletin board that identifies techniques to simplify the task of food preparation for individuals or families.
—Compare the time required for one person to prepare ans serve a specified meal with the time it takes three individuals to share in the preparation and service of the same meal.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Creative Preparation

OBJECTIVES:

HR
SD
- Prepare each of three foods in three ways to vary calories, cost, color, texture, and flavor.
- Create two simple meals meeting acceptable nutritional requirements and basic cooking principles and techniques.

PRETEST:
- List basic cooking principles and techniques that can be used in preparing each of three foods in three ways to vary calories, cost, color, texture, and flavor.
- Plan for the preparation and service of two simple meals that meet nutritionally accepted requirements, basic cooking principles and techniques, and traditionally acceptable aesthetic serving techniques.

LEARNING STRATEGIES:
- Read references that describe basic cooking principles for the basic four food groups.
- Review a list of cooking terms and learn those definitions which are unfamiliar.
- Plan and prepare menus that are suitable in terms of calories, cost, color, texture, and flavor. Have others evaluate them in those terms.
- Interview several people to determine their favorite menus for meal preparation. Have classmates analyze the menus in terms of calories, approximate cost, color, texture, and flavor.

POSTTEST:
- Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:
- Prepare nutritionally adequate meals at home for five days utilizing cooperation among family members, basic cooking principles and convenience foods; try different serving techniques to determine which ones are suitable to the family's life style.
- Evaluate a silent demonstration of correct and incorrect measuring techniques.
- Plan and prepare a creative buffet using the principles of efficient cookery. Include a variety of techniques such as baking, creaming, deep frying, stewing, steaming, and broiling. Include work schedule, use of apprppriate equipment, table appointments, and number to be served.
- Read references on meat and poultry. Identify methods of preparation suitable for varying cuts of meat of different animals.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: **Creative Preparation**

OBJECTIVES:

HR —Identify six ingredients that can be used as substitutes for unavaiable ones.
SD —List five techniques for economizing on food selection and preparation.
CE —Prepare a concenience food using three different variations.

PRETEST:

- —Identify six ingredients that can be used as substitutes for unavailable ones.
- —List five techniques for economizing on food selection and preparation.
- —Plan for the use of a concenience food using three variations.

8LEARNING STRATEGIES:

- —Locate a chart that gives common ingredient substitutions.
- —Locate magazine advertisements that illustrate variations that can be used with the convenience food being advertised.
- —Pack lunches for an elementary child, a teenager, and an adult using basically the same convenience foods. Plan ways to economize on cost and time of preparation.
- —In a group, draw a convenience food from a grocery bag containing selected food. Plan and prepare the food in a novel way. Sample all food prepared and evaluate.
- —Use currently popular types of small appliances or other nrew pieces of euipqment to create a suitable meal. Analyze cost and length of time for preparation.

QUEST, IEE AND FHA ACTIVITIES:

- —Interview a health food practitioner or a vegetarian to determine their philosophies of food.
- —Visit a restaurant which serves a seafood buffet in order to sample the different seafood items.
- —Prepare a bulletin board presenting innovative ideas for using leftover foods; title it "Reruns".
- —Suggest ways of using leftover items such as egg yolks, sour milk, stale cereal, stale cake or cookies, vegetables, and cooked meats.
- —Prepare an ingredient substitution chart that is easily accessible to kitchen workers. Decoupage or other type of washable surface would make it suitable for hanging.
- —Develop a file box of recipes that takes into consideration cost, time, likes/dislikes, color, texture, flavor, and variety.

LEVEL 1

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Creative Service

OBJECTIVES:

HR —Create and use two serving techniques for three different foods or menus.
IR —Use two types of table appointments and styles of service in serving simple means to
SD family or friends.

PRETEST:

- —Plan to use two serving techniques for three different foods or menus.
- —Plan to use two types of table appointments and styles of service in serving simple meals to family or friends.

LEARNING STRATEGIES:

- —Read reference on serving food attractively.
- —View filmstrip on salads and garnishes.
- —List commonly used food in meals. Display a variety of serving dishes. Determine some of the attractive ways to serve the food listed.
- —Invite a community-known hostess to explain adequate preparation for entertaining guests using different styles of service and types of table appointments.
- —Investigate the small appliances available on today's market which may also be used in the service of food (fondue, crock pot, others). Share this information about these appliances with class members. Gain experience in their use where possible
- —Select table appointments from food laboratory which could be utilized in different styles of service and for formal and informal purposes. Display with labels.
- —Select table appointments and a style of service for a given meal to be prepared and served to class members. Evaluate the ease of serving, comfort of those being served, and the time involved in preparing for the service.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

- —Prepare a bulletin board depicting appetizing meals as opposed to those with no eye appeal.
- —Plan a project involving creativity, such as being responsbile for refreshments at an FHA meeting or other school function. Follow through with your plan.
- —Plan a meal to be eaten outdoors. Make use of outdoor preparation and service ideas.
- —Prepare and serve a salad buffet; evaluate the buffet as to aesthetic appeal, cooperation in preparation, and preparation techniques utilized.
- —Plan and prepare a meal for family members utilizing tray service.
- —Investigate the table appointments available for your use at home. Plan and prepare a meal using these table appointments, and share with family members your knowledge of rules of etiquette regarding their use.

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSUMER ASPECTS OF PERSONAL GROOMING

CONCEPT: Product Comparison

OBJECTIVES:

SD —Recognize the different skin types and their care requirements.
CE —Identify ten items available in grooming aids for complexion care and eight items for
HR other cosmetics.
—Explain five facts concerning grooming products in regard to product content, consumer protection against harm, safety features and use.
—List three items to consider before choosing personal care equipment.
—Identify five adjustments in the personal grooming routine that may require a change in time, energy or money management in order to maintain a present dual role.
—Explain five concerns of a responsible consumer regarding labels, cost and advertising.

PRETEST:

—Explain the care required for three different skin types.
—List ten items available in grooming aids for complexion care and eight items for other cosmetics.
—Explain five facts concerning grooming products in regard to product content, consumer protection against harm, safety features and use.
—List three items to consider before choosing personal care equipment.
—Identify five adjustments in the personal grooming routine that may require a change in time, energy or money management in order to maintain a presentable appearance in the dual role.
—List five concerns of a responsbile consumer regarding labels, cost and advertising.

LEARNING STRATEGIES:

—Read selected references concerning information on grooming products.
—View a movie related to product content or advertising effects on personal grooming.
—Determine own skin type and form committees by types. Collect cosmetics, have committees compare and evaluate labels, content, packaging and cost in terms of appropriate criteria.
—Check cost of grooming aids you most frequently use and bring a list of costs to class.
—Collect advertisements from magazines and newspapers, or observe TV commercials and discuss effects of advertising on decisions to purchase products. Summarize key factors used in media.
—Estimate the time spent during the week on personal grooming with an actual record kept on a 24-hour period of that week. Summarize the class results to observe differences among students.
—**Role play**: A group of teenagers purchasing cosmetics emphasizing the effects of:
  —pressure from peer groups or advertising on purchaser.
  —satisfaction received from purchase.
  —evaluation of cost.
—Discuss what proportion of the student's budget is spent on grooming needs and have each student evaluate the results in terms of his own needs.
—List factors to consider in choosing personal care equipment.
—Read and report to class about laws and regulations concerning grooming aids and beauty equipment.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Choose a career of interest to you; role play a person in that career. Then make adjustments in your present grooming habits as though you were following that career's time schedule.
—Go on an FHA shopping spree or role play: Each member purchase a needed personal grooming item. Return to meeting place; group compare purchases.
—Create a crossword puzzle using terms of the unit.
—Plan and follow a personal grooming schedule for one week and evaluate.
—Arrange an exhibit of basic articles for good grooming to meet the needs for your dual role.
—Arrange for FHA members to talk with authorities in your community to determine if there is any way the morale of elderly patients in rest homes could improve by improving their grooming and dress. Carry through with workable ideas.

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: MOTIVATION IN CLOTHING SELECTION

CONCEPT: Consumer Aspects

OBJECTIVES:

HR —Identify three situations where clothing wants are more important than clothing needs.
CE —List five spending habits to follow when buying clothing.
SD —List five factors that will stretch the clothing dollar
—Identify three facts of information found on the hang tag.
—List seven indications of fine workmanship in a garment.

PRETEST:

—Identify three situations where clothing wants are more important than clothing needs.
—List five spending habits to follow when buying clothing.
—List five factors that will stretch the clothing dollar.
—Identify three facts of information found on the hang tag.
—List seven indications of fine workmanship in a garment.

LEARNING STRATEGIES:

—Read references on consumer behavior determinants.
—Write about three fashion trends your parents lived through. What were the values of their generation? Were their goals similar to yours? How did the economy differ?
—Read selected references on your clothing dollar.
—Take a survey of ten of your friends. Obtain a form from your teacher. Find out how teenagers finance their clothing budgets.
—Identify your wants and needs in clothing. How much can you afford to spend on wants?
—Create an ideal hang tag.
—Examine a ready made garment and list good and bad construction points.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Role play a situation where a person has washed a sweater which was to be dry cleaned only.

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: MOTIVATION IN CLOTHING SELECTION

CONCEPT: Communication Through Clothing

OBJECTIVES:

SD —Select three colors and three styles that accent one's best features.

IR —Illustrate three ways clothing may communicate identity, personal feelings, occupations, life styles and cycles.

—Identify from a given list five principles of design and give two examples of each.

PRETEST:

- —Select three colors and three styles that accent one's best features.
- —Illustrate three ways clothing may communicate identity, personal feelings, occupations, life styles and cycles.
- —Identify from a given list five principles of design and give two examples of each.

LEARNING STRATEGIES:

- —Collect pictures illustrating role identification by clothing such as: factory worker, waitress, clerk, doctor, lawyer, stewardess.
- —Observe individuals at work outside school and role play the impressions these people convey. Examples: disheveled waitress, laborer, professional person, cultural groups.
- —Make a collage illustrating different life styles.
- —Describe an incident when a person made a good first impression because of their selection of clothing.
- —Read selected references on colors and styles of fashions.
- —Be able to demonstrate and explain how color choices will affect your appearance. For enhancing your appearance, list three good colors and three bad colors.
- —Name the three most popular colors for the season; give the commercial name and the color family to which each color belongs.
- —Collect ten different kinds of material, five in different warm colors and five in different cool colors.
- —Read selected references on line. Given a list of five principles of design, identify an example of each.
- —Observe selected visuals on color, line and design.
- —Find pictures of three different kinds of dresses that illustrate three different lines: vertical, horizontal and diagonal.
- —Find an example of a dress style that is suitable for each of the following figures: average, short and thin, short and stout, tall and thin, tall and stout.
- —Find two pictures of outfits that show good and bad proportion.
- —From the class collection, select the three necklines most becoming to you.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Make a collage showing fashions of peer, ethnic, or religious groups or sex identifications through fashion.
- —Read about the history of clothing.
- —Using water colors, mix the primary colors to make secondary colors.
- —Consider how color value and intensity relate to your figure.

—Invite a buyer or representative from a men's specialty shop to present information on male clothing trends.
—Consult fabric or fashion coordinator of a department store, newspaper or specialty shop for information on current trends.
—Class debate: "Clothes Make the Man"
—Panel presentation including individuals from various stages of life cycles discussing "Changing Values in Clothing."

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: TEXTILES (FLOATING UNIT)

CONCEPT: Natural And Man-Made Fibers

OBJECTIVES:

SD
- Define ten basic terms as decided by the class.
- Identify three characteristics for each of the four natural fibers and for four man-made fibers.
- List two desirable and two undesirable characteristics of man-made fibers and compare with characteristics of natural fibers.
- Identify three basic weaves.
- Name five different fabric finishes and explain why they are applied.

PRETEST:
- Define ten basic textile terms as decided by the class.
- Identify three characteristics for each of the four natural fibers and for four man-made fibers.
- List two desirable and two undesirable characteristics of man-made fibers and compare with characteristics of natural fibers.
- Identify three basic weaves.
- Name five different fabric finishes and explain why they are applied.

LEARNING STRATEGIES:
- Read selected references on textiles for information relating to definition of basic terms.
- View visual aids for information about characteristics of natural and man-made fibers.
- Examine natural fibers in the "raw" such as: cotton balls, raw wool, silk cocoon, flax straw and/flax. Compare general appearance of each.
- Learn how fibers make fabric by taking a piece of cloth and pulling some of the yarns from it. Separate the yarn until you find the fiber.
- Test three scarp pieces of fabric for fiber content by:
  applying acetone to acetate fabric,
  burning a piece of wool,
  burning a sample of polyester.
- Simulate the three basic weaves using string, paper or other material. Mount on a 8" x 11" piece of paper and label each correctly.
- View a filmstrip such as "Fabric Finishes." Summarize filmstrip by listing on a flannel board five types of fabric finishes and the definition of each.
- Read selected references about fabric finishes and answer the questions listed below:
  Does the finish dictate special care?
  Is it water soluble?
  Is it permanent or temporary?
- Find **mercerized** on the end of a spool of thread. Define the underlined term and write definition in notebook.
- Demonstrate for class the before and after sample. Use two one-yard pieces of fabric that are not preshrunk; wash one and use the other as a comparison for shrinkage. Dry and compare the sizes.
- Compare an absorbent fabric such as terry cloth and a water repellent fabric such as a raincoat to illustrate the phenomenon of water repellency.

POSTTEST:
- Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Set up an exhibit displaying labels of fibers and fabrics to illustrate the different classifications of man-made fibers.
- —Demonstrate to illustrate the qualities obtained from washing and drying man-made fibers such as a polyester dress.
- —Select a piece of fabric and write a report including its characteristics related to fiber content, construction, finishes, durability and three common usages.
- —Bring to class newspapers, fabric ads and magazines that are at least three years old. Compare now and then in terms of numbers and types of available fabrics, fibers, finishes and cost.

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: TEXTILES (FLOATING UNIT)

CONCEPT: Textile Labeling and Legislation

OBJECTIVES:

SD —Define the term "generic" as it relates to textiles.
CE —Identify three kinds of information found on labels and hang tags
—Distinguish between voluntary labeling and mandatory labeling.
—List five steps recommended by the Federal Trade Commission to stop unfair commercial practices.
—Identify two laws which protect the consumer through textile labeling.

PRETEST:

—Define the term "generic" as it relates to textiles.
—Identify three kinds of information found on labels and hang tags.
—Distinguish between voluntary labeling and mandatory labeling.
—List five steps recommended by the Federal Trade Commission to stop unfair commercial practices.
—Identify two laws which protect the consumer through textile labeling.

LEARNING STRATEGIES:

—Collect labels of ready made garments; observe generic names and trade names for fabric fiber content, finishes and instructions for care.
—Make posters explaining label terms and fabric finishes.
—Study a consumer kit such as the J.C. Penney Company's, which has information concerning fabric labels and hang tags. Write a report on your findings.
—List information which should be included on a label.
—List reasons a label should indicate if a fabric is likely to fade when washed.
—Read information on labels issued by the Federal Trade Commission.
—Research the labeling laws for different fibers and report to the class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study and report on "Symbol Labeling" for the care of various textiles.
—Rewrite poor labels to make them more meaningful for the consumer.
—Find reports on textile products in recent issues of **Consumer Reports** and **Consumer Bulletin.** What properties or characteristics were tested to compare the various brands of the products?

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: **BASIC CONSTRUCTION FOR BEGINNING STUDENTS (FLOATING UNIT)**

CONCEPT: **Use of the Pattern (Floating Concept)**

OBJECTIVES:

SD
- —Recognize five different figure types from eight used by pattern companies.
- —Select a pattern that will meet your figure needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.
- —Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.
- —Select fabric in relation to the chosen pattern.
- —Determine necessary adjustments and make needed pattern alterations according to the measurements of the wearer.
- —Lay out pattern on fabric according to guide sheet of the selected pattern.

PRETEST:
- —Identify five different figure types from eight used by pattern companies.
- —From a selected group of patterns, choose a pattern that will meet your figure needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.
- —Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.
- —Complete a practical test by making a shopping list for class project. Include:
  - Name of pattern
  - Pattern number
  - Pattern size and figure style
  - Required yardage of fabric suitable to chosen pattern
  - Necessary notions
  - Small sewing equipment, if needed
- —List personal adjustments needed on patterns.
- —Draw a sketch showing placement of pieces of a pattern on fabric.

LEARNING STRATEGIES:
- —List and identify the different figure types used by a pattern company.
- —Have someone measure you and then determine what size pattern you need.
- —From the pattern books available, select a pattern that will meet your figure needs, portray your personality, be suitable to your ability and be enjoyable to wear.
- —Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.
- —Explain why you selected the material you did for this pattern.
- —Fit your pattern to you after watching a demonstration on this by your teacher.
- —Lay out pattern according to guide sheet.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Construct a child's garment.
- —Become more familiar with the various patterns available.
- —Select two out of five figure types and compare for pattern measurements between two pattern companies.

-Make a study of the different methods of alterations.
-Compare the traditional pattern with the "recommended for knits" and "for knits only" patterns.

LEVEL 1

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: BASIC CONSTRUCTION FOR BEGINNING STUDENTS (FLOATING UNIT)

CONCEPT: Construction of a Simple Garment

OBJECTIVES:

SD
- —List eight guidelines to follow when using a pattern. (See Basic Construction Unit)
- —Select one pattern, the required fabric and notions for project as decided by the class.
- —List necessary steps for at least five techniques to be used during construction of selected pattern.
- —Construct one garment which will demonstrate, according to class standards, new or improved skills in the following construction techniques:
  - preparation of fabric as determined by fiber content
  - cutting of fabric and marking for construction
  - basic seams and needed finishes
  - darts
  - hems
  - facings
  - fasteners
- —Evaluate constructed garment for workmanship standards as predetermined by the class.

PRETEST:
- —List eight guidelines to follow when using a pattern. (See Basic Construction Unit)
- —Complete a practical test by making a shopping list for class project. Include:
  - Name of pattern
  - Pattern number
  - Pattern style and size
  - Required fabric in yards
  - Necessary notions
  - Small sewing equipment, if needed
- —List necessary steps for at least five techniques to be used during construction of selected pattern.
- —Explain how to prepare, cut and mark fabric; how to make basic seams and finishes, darts, hems, facings and put on fasteners.
- —List characteristics considered acceptable in evaluating a completed garment.

LEARNING STRATEGIES:
- —Read and review by class discussion the concept "Use of the Pattern". (See Floating Basic Construction Concept)
- —Observe demonstrations and audio-visual aids to obtain information on step by step procedures for construction techniques.
- —List steps for each technique to be used as a reference during construction process.
- —Following oral and written instruction, construct a simple garment which will demonstrate, according to class standards, new or improved skills in construction techniques.
- —Evaluate constructed garment for workmanship standards as predetermined by the class.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Display or model a completed garment.
- —At home make a similar garment which requires one additional construction process.
- —Construct a garment which requires advanced skills either in use of pattern or fabric.

LEVEL 1

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

CONCEPT: Satisfying Personal Needs

OBJECTIVE:

SD —Identify areas in the home which meet the physical, psychological, social and intellectual needs of the individual.

PRETEST:

—List areas in the home which meet the physical, psychological, social and intellectual needs of the individual.

LEARNING STRATEGIES:

—Read reference about physical, psychological, social and intellectual needs.

—List environmental characteristics in the homemaking department which affect physical well-being. Identify environmental characteristics in other places which affect physical comfort.

—Brainstorm to determine ways physical environment may be controlled. Include inexpensive methods.

—List housing characteristics that affect psychological well-being such as safety, color, amount and arrangement of space, noise, temperature, humidity, air circulation and order.

—Find pictures of rooms and predict the effect on the psychological well-being of the family. Include both pleasant and unpleasant conditions.

—List each family member's favorite social or leisure time activities at home. Name housing characteristics that allow the performance of each activity. Cite activities that may be limited by specific housing condition.

—Divide into groups to role play selected situations to show how families are aggravated by housing conditions such as overcrowding, no outdoor play area, small dining area, family member sleeping in living room. Discuss possible ways of relieving these problems.

—View pictures of rooms and characterize their "personalities" as suggested by each room's appearance. Describe how each room makes you feel. Discuss with class how and why feelings vary.

—How can housing contribute to intellectual development of family members? Consider the role of each of the following: artwork, decorating, books, desk, toys, television, games and musical instruments.

—Point out the housing problems in a given situation which negatively affect learning. Propose solutions for each.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Point out the physical and the psychological effects of housing as described in excerpts from literature—examples: **Diary of Ann Frank, Grapes of Wrath, Life With Father, David Copperfield, Swiss Family Robinson,** or **Mr. and Mrs. Bo Bo Jones.**

—Analyze your home to determine the effect it has on the intellectual development of family members. What physical provisions have been made for learning?

—Describe conditions in your school or public library which are not conducive to study. How could these conditions be changed? What changes are needed in the building or physical facilities?

LEVEL 1

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

CONCEPT: Elements and Principles of Design

OBJECTIVE:
LS —Demonstrate how to use the elements and principles of design.
HR
SD

PRETEST:
—Using a series of illustrations, identify how the elements and principles of design are used.

LEARNING STRATEGIES:
—Read references on elements and principles of design.
—Define design (use dictionary or other reference). Relate to housing.
—Discuss with class how individuals express themselves through design.
—List and explain, describe or illustrate elements and principles of design.
—Discuss objects in the classroom which illustrate different elements of design.
—Study magazine pictures or paintings. Indicate kinds of lines used most often. Analyze how they contribute to the mood of the picture, e.g., masculine, feminine, calm, exciting, restful. Consider whether all members of the class feel the same or differently about the pictures.
—Read reference on color.
—Define terms related to color.
—Use study sheet on color.
—Make a color wheel using whatever media you choose—examples: paper flowers, a mobile of colored birds, or a daisy with each petal a different color.
—Collect pictures of rooms illustrating various color harmonies. Identify the color harmony.
—Identify the principles of design that may be found in a given picture.
—Find a picture of a room which appeals to you. List at least three reasons why you like it.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Make paper flower and arrange to illustrate color harmonies.

LEVEL 1

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF A HOME ENVIRONMENT

CONCEPT: Furnishings, Arrangement

OBJECTIVE:

SD LS HR	—Develop a minimum of six general guidelines for the arrangement of furniture in a room that provide for pleasing and efficient use.

PRETEST:

—List at least six general guidelines for the arrangement of furniture in a room that will provide for pleasing and efficient use.

LEARNING STRATEGIES:

—Read references for furniture arrangement.

—Formulate guidelines for arranging furniture by identifying factors that should be considered in placing furniture—examples: conversational groupings, safety, traffic patterns, principles of design, activities, area for dressing, center for reading and a place for enjoying hobbies.

—Collect pictures illustrating the guidelines for furniture arrangement.

—Select a floor plan of a room to meet the needs of two or more persons. Apply the principles of design in arranging furniture cutouts on the floor plan.

—Working in groups or as an individual, determine the effectiveness of furniture arrangements in given floor plans or pictures. Evaluate using the guidelines for furniture arrangement. Share analysis with the class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Measure bedroom furniture at home. Use 1/4" scale graph paper and furniture cutouts to show your room on paper as it is; then design a new arrangement of the furnishings, adding oreiscarding pieces if necessary.

—Collect samples of natural resources such as wild flowers, plants, stems, twigs, and old wood. Use these in creating a room accessory. A resource person may be consulted about procedures and questions.

LEVEL 1

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

CONCEPT: Furnishings, Care

OBJECTIVE:

HR
CE —Compare the use of products and techniques to provide adequate and simplified care of room and furnishings by demonstrating correct use of two products for five major cleaning tasks and evaluate advantages and disadvantages of these cleaning products.

PRETEST:

—List at least two products used for cleaning and care of walls, woodwork, floors, windows and furniture. Describe or demonstrate the correct technique for their use. Evaluate advantages and disadvantages.

LEARNING STRATEGIES:

—Look at visuals on home care for organized cleaning of a room.
—Name cleaning tasks that have to be done regularly or use "word scramble" game to list these cleaning tasks. Indicate if they are to be done daily, weekly, monthly or seasonally.
—Identify products for special cleaning tasks. Compare as to use, merits and safety.
—Use experiments such as: investigating differences in soap and detergent; comparing ease of use and effectiveness of waxes, polishes, window cleaners, floor cleaner.
—Make a list of tasks one likes to do when cleaning and things one dislikes to do. Discuss reasons. Determine personal habits and routines which could be improved so the cleaning tasks would be easier and more enjoyable.
—Read reference recommending cleaning sequence and procedures for a room.
—Identify steps which might be taken to prevent the accumulation of dirt as one way of decreasing the amount of cleaning.
—Listen to a speaker from a hospital, motel or other institution discuss housekeeping procedures and problems.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make plans to help with specific cleaning tasks at home. Report on supplies and equipment used, methods used, time spent and any special learning experiences.
—Develop a cleaning schedule for a room. Check on time it takes to do each task. Experiment with a task and decide on the fastest way to do a good job.
—Plan and equip a cleaning kit that can be carried from room to room.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

CONCEPT: Furnishings, Safety

OBJECTIVE:
HR —Recognize and correct at least four safety hazards in the home.

PRETEST:
—Using a series of illustrations, identify the safety hazards and recommend solutions for them.

LEARNING STRATEGIES:
—Use checklist to determine situations presenting home hazards.
—Provide a solution for all those situations which do not meet safety standards.
—Select five common accidents that occur in the home. Plan your course of action if such emergencies should happen.
—List and discuss safe ways to use supplies and equipment in the home—examples: read directions for storage and use of products; label to identify household chemicals; put medicines and poisons out of reach of children.
—Make a list of emergency telephone numbers. Include numbers of police, fire department, family doctor, ambulance emergency, medical center, poison control center and family friend. Put in notebook, telephone book or on card to be kept in billfold.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Research the standards required for children's furniture. Contact local merchants, review catalogues, check labels and tags on furniture, and determine government regulations.

LEVEL 1

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATION OF HOME ENVIRONMENT

CONCEPT: Storage

OBJECTIVE:
HR —Demonstrate ability to plan and arrange a minimum of three storage areas.

PRETEST:

—Indicate ability to plan and arrange a series of items in the most appropriate storage area.

LEARNING STRATEGIES:

—Identify storage principles from an illustrated talk or demonstration.
—Read reference on storage principles.
—Using various articles commonly used at home, tell where they might be stored. Explore all possibilities including what can be done when storage space is inadequate.
—Discuss how adequate storage increased use of stored goods and improves family relations.
—Prepare a checklist to evaluate adequacy of home storage areas. Evaluate use of storage at home or in the homemaking department.
—Develop solutions for real and/or simulated situations in the classroom to increase the usefulness of the items stored—examples: disarranged desk top, messy dresser drawer, cluttered closet and floor, drawers or papers, supplies and hobby equipment.
—Brainstorm ideas for storage using things found at home—examples: coffee cans, shoe boxes, egg cartons, plastic bottles and other items.
—Role play situations which point out the importance of convenience in storage—examples: the girl who gets ready for school and finds nothing in the right place; the kitchen which has no place to eat.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Use roles of storage to rearrange your closet—example: hang clothes in groups of like items. Report on how well you like the new arrangement.
—Make storage accessories to be used in your closet or to be given as gifts—examples: cloth shoe bags for the back of a closet door, draw-string laundry bags, skirt hangers made with clothes pins, covered shoe boxes for storing small items on closet shelves, and padded hangers.
—Make storage projects from ideas such as the following: shelves from old dining table leaves and bricks, closet from box refrigerator was packed in, step shelves from cardboard boxes. Suggested references: "Stages to Storage," "Make Low Cost Storage for Your Clothes," and "Build Closets for Your Clothes."
—Bulletin board idea: Locate and display items which contribute to efficient storage—examples: multiple hangers, hanging shelves, drawer dividers. Evaluate usefulness of each in relation to storage principles and effectiveness in organizing available space.
—Make and carry out a plan for improving storage in one area of the home—examples: dresser drawers, closet, desk, arranging a place to hang your clothes, or reorganizing kitchen cabinets and drawers. The project should meet a real need for more efficient storage.

LEVEL II

Suggested for Grade 10

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will conclude that differing types of organizational pattern may be desirable in order to develop a life style which meets the demands of change.

UNIT TITLE: FINANCES AND ECONOMIC INTERDEPENDENCIES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze financial activities of various life styles and cycles and evaluate the interdependencies of the individual and the economy.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

OVERALL COMPETENCY:

—Given a real or simulated sityation, the student will analyze various family roles and functions throughout the life cycle as be begins to choose his future life style.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize the importance of parenthood in regard to attitudes and relationships, heredity and environment, roles and responsibilities and the well-being of the child.

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will explain the reproductive process and the prenatal/postnatal care of mother and baby.

UNIT TITLE: SERVICES OUTSIDE THE HOME

OVERALL COMPETENCY:

—Evaluate the contributions of effective community agencies and child care services in meeting the needs of the child and the family.

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HONE AND AWAY

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will make acceptable use of human and material resources when selecting and/or preparing and serving food when operating in a dual rule.

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will adapt traditional meals to meet special needs or interests of individuals.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: PERSONAL COMMUNICATIONS FOR THE DUAL ROLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will select clothing to communicate images of self in relation to one's personality and one's dual role in society.

UNIT TITLE: CONSUMER SATISFACTION THROUGH CARE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will differentiate clothing care according to textiles, equipment, supplies and personal preferences in order to achieve personal satisfaction in the dual role.

UNIT TITLE: BASIC CONSTRUCTION TECHNIQUES FOR PRESENT DAY FABRICS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize that the present day fabrics may require special handling techniques to achieve smart-looking garments while demonstrating increased knowledge and skills in the use of the sewing machine, sewing equipment and basic construction techniques.

HOUSING, HOME FURNISHINGS AND EQUIPMEN

UNIT TITLE: HOUSING HORIZONS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will plan housing, furnishings and equipment to meet the personal needs of family members.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: **ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE**

CONCEPT: **Self-Organization Patterns**

OBJECTIVE:
SD —Analyze two self-organizational patterns and revise activities into a satisfactory order for
HR different life styles.

PRETEST:

—Analyze two self-organizational patterns and revise activities into satisfactory order for different life styles.

LEARNING STRATEGIES:

—Read references on self-organizational patterns.

—Ask for the in-basket technique game from the teacher. Use it to organize one of your days.

—Ask the teacher for case studies to evaluate different organizational patterns. Report to class.

—Analyze a description of your day in relation to the organizational patterns discussed and make revisions if desired. Volunteers can relate revisions to the group.

—Evaluate the following situations and then report to the class:

A thirty year old mother of three children ages 2, 6 and 10 has decided to return to high school after dropping out in her junior year. Her husband works the midnight shift at a local plant. What changes would have to be made so that you plan would meet her needs?

A 13 year old Japanese boy lives alone in a large city 100 miles from his home. He attends school during the day and then works as an actor for a TV station from 4 to 8. He does his own cooking, cleaning and laundry. How would he plan his day in order to meet the needs of his particular life style?

You have an identical twin named Jerry. Unfortunately Jerry is confined to a wheel chair due to an automobile accident several years ago, but is able to attend school. How would a plan for Jerry's day differ from yours?

—Map out a busy day of your week to be used after a discussion on organizational patterns.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Debate: "We find time to do the things we want to do."

Plan and evaluate self-organizational patterns for your dual role as a student and wage earner.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

CONCEPT: **Self-Organizational Patterns**

OBJECTIVES:

SD —Make at least three verbal commitments to complete tasks which are being avoided and evaluate the outcome.

HR —Analyze four student behaviors which demonstrate avoidance of dislike tasks; explain the decision to accept or change the behavior.

—Analyze three situations in which one displays high self-motivation and compare them to three situations which display avoidance of an activity.

PRETEST:

—Make at least three verbal commitments to complete tasks which are being avoided and evaluate the outcome.

—Analyze four student behaviors which demonstrate avoidance of unliked tasks and explain the decision to accept or change the behavior.

—Analyze three situations in which one displays high self-motivation and compare them to three situations which display avoidance of an activity.

LEARNING STRATEGIES:

—List tasks you dislike to do on the board. Ask, "What do you find yourself doing in order to avoid the tasks you dislike?" "What techniques motivate you to get going?" "Does a verbal or written announcement of a time limit commit you to disliked tasks?" Skits may be used to demonstrate answers to questions.

—Ask three people what they like to do best. Ask why they are notivated concerning those activities. Ask three people what they like to do least and why they are not motivated. Evaluate reasons for both liked and disliked tasks in terms of how you can best accomplish jobs and fulfill responsibilities in a fun as well as mature way.

—Discuss how an understanding of self-avoidance techniques might bring change or acceptance of organizational patterns.

—Write a job description from interviewing someone on the job. Discuss how descriptions commit one to job responsibilities.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Analyze disliked activities to discover reasons for the dislike. Revise or substitute to create a more acceptable plan.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: **ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE**

CONCEPT: **Reaction To Crises**

OBJECTIVES:

IR —Identify three crisis and explain four factors for each which would cause the crisis to be less tragic.

HR —Explain factors preceding two crisis situations and restructure the situations showing how self-motivation and flexibility could affect them.

PRETEST:

—List three crises and describe four factors for each which would cause each crisis to be less tragic.

—Explain factors preceding two crises situations and restructure the situations showing how self-motivation and flexibility could affect them.

LEARNING STRATEGIES:

—Read references about crises situations.

—Locate newspaper or magazine articles which describe a problem or crisis situation and report to the class. Evaluate individually or in small groups the causes of the crisis. Explain how self-motivation and flexibility might have prevented the situation or lessened the problem.

—List at least two factors which might precede each of the following situations that could help meet the problem:

pollution
premarital pregnancy
bomb scares
accident
illness
shortage of natural resources

—Have a speaker on premarital pregnancy and discuss your reaction in such a situation.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research the effect of labor strikes on families. Which people seem to be able to meet the situation more satisfactorily? Why?

—Read **"I'm OK, You're OK"** by Glasser. Report to teacher or class.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

CONCEPT: Reaction To Crisis

OBJECTIVES:

HR	—Evaluate how people in four different life styles might cope with the same problem.
LS	—Identify characteristics which have developed in two socio-economic groups due to long
IR	period of coping with problems.

PRETEST:

—Describe how people in at least four different life styles might cope with the same problem.

—List characteristics which have developed in two socio-economic groups due to long period of coping with problems.

LEARNING STRATEGIES:

—Using selected readings, decide on the characteristics of a low income family.

—Discuss with a group the effects on a low income family, one-parent family, a family with two incomes or when the breadwinner is part of a labor strike.

—Collect information on the reactions to and ideas concerning of people in various cycles and in various life styles.

—Evaluate sound tract and script from "West Side Story" and distinguish between the behavior of the two socio-economic groups.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read **Grapes of Wrath**, evaluate how the group coped with problems and how such problems help to influence group characteristics.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

CONCEPT: Group Organizational Patterns

OBJECTIVES:

HR —Use the democratic method of group organization and compare its advantages and disadvantages to the authoritative method.
IR —Describe the check and balance system of organization of the U.S. government and explain how it could be used in other group organizations.

LEARNING STRATEGIES:

—Read selected references on democratic, authoritative, and check and balance methods or organization.
—Dramatize in one minute skits, such topics as:
  "Mother telling daughter what job she is to do."
  "Club president and other officers deciding on a budget together."
  "Mother, I'm pregnant, should Bob and I get married?"
  "Babysitter giving choices to children rather than telling them what to do."
—Draw conclusions about advantages and disadvantages of democratic vs. authoritative group organizational patterns.
—Evaluate the check and balance functions of the following groups:
  FHA-HERO organization
  National government
  Courts
  Family
—Work with another person and prepare a list of at least five situations in which the authoritative rather than another method of control would be best.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Demonstrate the use of parliamentary procedure and evaluate it as an organizational plan.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

CONCEPT: Group Organizational Patterns

OBJECTIVES:

HR —Identify five ways of organizing family activities which have been established as traditions.

IR —Arrange for check points in a one-group plan in order to recognize and make changes from the original or traditional procedures.

PRETEST:

—List five ways of organizing family activities which have been established as traditions.

—Give a case study of a group plan, arrange for check points in order to recognize and make changes where the original plan does not work.

LEARNING STRATEGIES:

—Play the theme from "Fiddler on the Roof." How do traditional methods of doing things get changed: What are the check points or methods used to evaluate or begin changes? Does good always result from change? How is balance restored once the tradition is no longer acceptable?

—Read this quote from Reader's Digest for reactions: "Stick to washing dishes, scrubbing floors and ironing clothes," said the husband who further declared, "No wife of mine is going to work!"

—Consider this question. Is the increase of women in the labor force a break in tradition?

—Consider such points as:

What five traditional procedures have been established within your home?
What new influences need to be considered?
Decide on change(s) which will best restore balance to groups.

—Interview three friends in terms of how their family uses the democratic, check and balance, traditional and authoritative methods of organization. Which types do your friends like best and why?

—Work in small groups to investigate careers related to one area of home economics. Choose a method of group organization to set up and carry out the investigation. Report on careers and evaluate the success of the organizational technique used.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a checklist for evaluating your present life style and organizational pattern. Develop a form or organization to use in FHA. Present to the group for discussion and revise if necessary.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: ORGANIZATIONAL PATTERNS AND ACTIVITY ANALYSIS FOR THE DUAL ROLE

CONCEPT: Activity Analysis At Home And On The Job

OBJECTIVE:
HR —Analyze two job related activities and two home related activities using time and motion
SD studies and establish one goal for increased production and efficiency of each.

PRETEST:
—Analyze two job related activities and two home related activities using time and motion techniques and establish one goal for increased production and efficiency of each.

LEARNING STRATEGIES:
—Read selected references concerning time and motion techniques and other means of organizing related activities.
—Obtain responses to the following and report to class:
A bedroom should always be neat and clean.
An efficient person is a happy person.
—Do a time and motion study of some home related activity and illustrate the findings to the class. Example: movements in baking, washing dishes, setting the table and cleaning your room.
—Conduct a motion study of your traffic patterns of your schedule at school to determine if you could be more efficient. If so, then revise the pattern movements.
—Conduct a job analysis of several home and job tasks and if efficiency or increased production is desired, draw conclusions for revisions of the work plan. Are there "important to do" tasks and some that might be classified only as "nice to do"? Should both types be included?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Conduct a job analysis of the responsibilities of a specific club member or officer. Draw conclusions for revisions, if needed.
—Do a reaction term paper about the merits of doing things ahead of time rather than waiting until the night before it is due.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: FINANCES AND ECONOMIC INTERDEPENDENCIES

CONCEPT: Income Procurement

OBJECTIVES:

LS —Analyze the dual role life styles and explain the relationship between occupations, income
CE and living standards.
SD —Chart a plan to prepare for, obtain and succeed at a job or career.

PRETEST:

—Explain the relationship between a chosen occupation, income and living standards.

—Outline a plan to prepare for and obtain a job career in which you are interested and develop a plan to help you succeed in that job or career.

LEARNING STRATEGIES:

—Read selected references and use visuals concerning preparation for jobs, opportunities in the job market, sources of information about available jobs.

—With three other students, research and plan a panel discussion about choice of occupation, resulting income, and effects on living standards. One person should discuss each topic and the fourth person should summarize points and discuss how they interrelate.

—Choose a career and prepare an indepth report of its requirements, salary, opportunity for advancement, job market trends. Interview a person in the field and, if possible, tape the interview. Present the report to the class orally.

—Listen to a panel of people (both men and women) who have assumed dual roles. Discuss: reasons for working, job alternatives for them, effect of working on time demands, job related expenses and family relationships as affected by jobs.

—Prepare a report about the financial worth of the jobs of a homemaker. Use current literature to obtain data. Present results to class and lead a discussion concerning the pros and cons of the occupation of homemaking. How much does it cost to work outside the home?

—Discuss in small groups the following topics and consider pros and cons:

Is a mother obligated to stay home with children until they are in school?

A wife is offered a job with a substantial salary increase in another city. Her husband teaches and could probably get a position there without too much trouble. Should the wife's job determine where they will live?

A husband gets a good job offer in an area where no job is available in his wife's vocation. Should this matter?

A woman who works is obligated to continue providing the same level of cleanliness and efficiency as she did before taking a job.

Children should be asked for their opinion about whether the mother should work outside the home.

—If possible, go on a field trip to institutions which offer opportunities for job training or career development, collect and evaluate materials.

—Listen to a panel of employers concerning employee-employer relations. Evaluate personality characteristics needed for good employee-employer relations.

—Work with other students to survey all educational agencies available in the local community. Show by means of a diagram typical occupations which would be available to those who complete various educational levels offered by these agencies.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research a vocation of your choice. Consider educational requirements, time and energy demands, available jobs in area and salary. Contact your teacher or career education coordinator to help provide an opportunity to pursue this vocation and obtain permission to have "hands-on-experience" on the job.

—Develop an attitude questionnaire concerning vocations. Interview 20 to 30 people from different vocations. Tabulate results. Review results and draw conclusions as to trends related to job choice and job satisfaction.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: FINANCES AND ECONOMIC INTERDEPENDENCIES

CONCEPT: Planned Spending

OBJECTIVES:

HR —Compare a teenager's plan for spending with a family's plan for spending in relation to fixed and flexible expenses.
CE
—Develop a list of at least six considerations for preparing a plan for spending.

PRETEST:

—Compare the given teenager's plan for spending with the given family's plan for spending in relation to fixed and flexible expenses.
—Develop a list of at least six considerations for use in preparing a plan for spending.

LEARNING STRATEGIES:

—Refer to reading list and visuals on planned spending.
—Discuss with the teacher the differences between fixed and flexible expenses for both teens and families.
—Develop a model that shows how the teen's plan for spending can develop into a family plan. Find a wall space to put up all of the models. Discuss them in the group meeting. Answer this question: "Is a plan for spending a means to an end?"
—Brainstorm in a small group the important parts of a plan for spending. Answer this question: "Why is a flexible plan for spending a better title than budget?"
—Develop individually at least six considerations to use in preparing a plan for spending. Present them to the same group and set up a group list.
—Develop a form which would suggest as a plan for spending. Refer to available resources.
—If possible, go on a field trip to local bank(s) and discuss the savings and credit situation in the teen's and family's plans for spending.
—Brainstorm criteria for determining a person's credit rating. How would a wife's dual role affect a family's credit rating?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Obtain information about the various types of banking accounts. Advertise the advantages of the types of account in radio, newspaper or magazine formate.
—Use sample checks from a bank to write checks. Exchange written check(s) with someone to evaluate correctness and to insure that changes cannot be made.
—Go individually or in small groups to interview credit personnel of different businesses. Arrange visits and ask the business person to use a particular client's case in reference to the following questions:

What is the client's current level of debt?
Does he have a cash reserve in case of emergency?
Has he done some comparative shopping to be sure he is aware of the credit costs he will be paying?
Has he asked questions about credit?
What is the best form of credit for him in the situation?
What are all the commitments in the contract?
Would it be better to use savings for this item?

How much can he afford to pay from his income each month and still have enough money for emergencies and daily living?

—Study various guides concerning flexible planned spending. Work in a small group or individually and plan a proposed budget for a particular family with a specified income. Interview people with that approximate income and family situations to evaluate the estimated budget. Revise budget if needed based upon findings.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: FINANCES AND ECONOMIC INTERDEPENDENCIES

CONCEPT: Financial Security

OBJECTIVES:

CE
- —Identify at least four types of financial security programs and explain the area of protection each provides.
- —Develop a plan for financial protection for oneself and or family based on present and future needs in regard to insurance, savings, investment, and retirement.

PRETEST:

- —Identify at least four types of financial security programs and explain the area of protection each provides.
- —Develop a plan for financial protection for oneself and or family based on present and future needs in regard to insurance, savings, investment and retirement.

LEARNING STRATEGIES:

- —Use selected references and or visuals concerning health insurance, life insurance, savings, investment programs, social security, retirement plans.
- —Work with another student to list all the possible health and accident risks you face. Evaluate the degree of danger and the feasibility of providing insurance against the risks. Investigate group policies as being more advantageous.
- —Concentrate on your future and list financial needs for each decade of your life. Discuss with teacher.
- —Indicate possible means of providing for financial needs when income ends or decreases at retirement. What might one consider as alternative ways of providing for needs? Develop a chart to present to the class.
- —Listen to a security officer explain the social security system and how to obtain a social security number.
- —If possible, view a film or filmstrip about the stock market. Discuss how investing in stocks would affect the family financial program.
- —Examine a life insurance policy. Answer the questions below:

  Are the premiums to be paid annually, semi-annually, quarterly, monthly or weekly?
  What requirements are made for reinstatement?
  What additional charge is made for a premium waiver provision?
  What settlement options are available?
  What amount can be borrowed on the policy? At what rate?
  What provision does the policy make for lapse of payment?
  Are provisions made to pay dividends? How Often? In what form may the dividends be paid?
- —Organize a debate with other students: Resolved that we should have a compulsory Health Insurance Program in the United States.
- —With at least one other student discuss this question: "What would happen to me if both my parents were killed in an accident?" Investigate these questions:

  Why is a will needed?
  Who can make a will?
  What does a will do?
  What happens when one dies without a will?
  Make a tour through your own home and list any personal items which you would want to will to someone in case of death.

—Brainstorm on different methods of saving and investing. Investigate advantages and disadvantages of each. Compare results with other students. 2
factors complicate the planning of a savings project?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a mock will using your own possessions. Legal procedures should be followed.

—Interview a stock broker about how he "educates" a new buyer and what criteria should be considered when deciding to invest.

—Invest a family concerning how their financial security programs changes as the family cycle varies. Develop an oral report or story presentation to give to the class.

LEVEL II

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: FINANCES AND ECONOMIC INTERDEPENDENCIES

CONCEPT: Economic Interdependencies

OBJECTIVE:

CE —Explain at least five effects of economic decisions on the individual, the family, the
IR community and the society.

PRETEST:

—Give an example of an economic decision and explain at least five effects on the individual, the family, the community, and the society.

LEARNING STRATEGIES:

—Use selected references and/or visuals concerning the market system, roles of consumer, business and government in the economy, aggregate consumer influences.

—Work in small groups and pull papers with different products listed on them from a Chance Jar. List all the jobs created through the production of the product. Report to class. Then list all the jobs or duties of members in the family. Compare interdependency of the economy on a large scale to the family on a small scale.

—Bring in newspaper and magazine articles on economic policies which would affect consumers. Discuss the possible effects of such decisions in a small group.

—With another student, prepare a diagram, skit or other idea to present to the class, answering the questions: What happens when a person buys a pack of gum? Does it shake a chicle tree?

—Play "Chain Reaction" with a group of students. One student should represent each of the following: family, aggregate consumers, business, givernment and community. One person should begin the chain by stating an economic decision he made and explain its effect upon him. Each student then explains how the same decision would affect his assumed role. Students should change roles in succeeding rounds.

—With another student, research and present to the class a debate: "The consumer is king in the marketplace."

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Do a research paper concerning how government policies or spending and taxing can affect individuals and businesses.

—Explore and present to the class a report about the importance of private property, competition, profits and prices in the U.S. economic system. Discuss how they affect individuals, business and government.

LEVEL II

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Decision Modes

OBJECTIVES:

LS —Identify a minimum of three methods of making decisions and analyze the effect decision
SD making can have on your future life style.
HR —Contrast the difference between short and long-term goals.
—Clarify values by using the three steps in value clarification.

PRETEST:

—List three ways of making decisions and explain how the way you make a decision can influence your life style.
—Describe one of your long-term goals and show how it differs from your short-term goals.
—Through the value clarification strategy of "unfinished sentences", show you can use the three steps in value clarification.

LEARNING STRATEGIES:

—Read references on values and goals and identify personal goals and values for class discussion and comparison with those of peers.
—Discuss importance of analyzing goals and values before making decisions.
—View filmstrip on values and goals. Discuss.
—Write and/or discuss:
  —the decisions I must make today that will not affect my future life style
  —the decisions I must make today that will affect my future life style.
—Search resource materials for different methods of decision making.
—Make the different methods of decision making as they relate to choosing a life style.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Use the steps in the decision-making process to make a personal decision about life style.
—Plan bulletin board on methods of making decisions.
—Read fiction or non-fiction books watching for goals and values expressed by the characters. Analyze and/or summarize.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Family Types

OBJECTIVE:
LS —Identify a minimum of five family types and determine how choice of family type
IR will influence personal life style.

PRETEST:
- —From a transparency picturing family types, identify at least five.
- —For each of these five family types, describe a possible life style.

LEARNING STRATEGIES:
- —Read references and list the different family types:
  - —traditional marriage
  - —single living
  - —communal living
  - —same sex living together
  - —trial marriage
  - —contract marriage
  - —serial monogamy
  - —opposite sex living together
- —View a filmstrip showing different family types and possible life styles.
- —Discuss in groups the different family types and identify the advantages and/or disadvantages of each family type. Determine how the family type will influence life style.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Interview individuals whose life style is different from your own and report what you learned.
- —Present reviews of books dealing with current life styles.

LEVEL II

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Family Function

OBJECTIVES:

IR —Recognize a minimum of seven traditional functions of the family and analyze their in-
LS fluence on family-life style.
HR —Identify a minimum of six roles of each family member as they relate to family functions.

PRETEST:

—List seven traditional functions of the family and explain how these functions influence family-life style.
—Describe how a family might live if any three of these traditional functions were not provided.
—Identify a minimum of six roles of each family member as they relate to the functions of the family.

LEARNING STRATEGIES:

—Through research—interviews, reading and observation—compile a list of the family functions.
—Draw some generalizations concerning differences in family functions between our early history and the present day.
—Examine the different family structures represented within a neighborhood—man and wife, one parent, man and wife with children and others. Tell what differences there are and how various family functions are performed within the different types.
—Classify activities of family members that are normally performed by husband; by wife. Reverse the order. What implications does this have for all members of the family?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

Show how various family patterns like monogamy and polygamy have fulfilled family functions in various cultures.
—Plan a panel of working wives and mothers to discuss how roles of family members change when both parents are employed.
—Using a creative method of expression, put labels on family members to show at least six roles they play in the family. Have some members assume dual roles.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Life Cycles

OBJECTIVES:

LS —Identify six major stages in the life cycle and determine their influence on family function
IR and life style.
HR —Perceive how family functions change during the life cycle.

PRETEST:

—On a circle divided into unequal segments representing the length of the major stages of the family-life cycle, identify six major stages arranged in chronological order.

—Write a short story that will tell how family functions change during the life cycle.

LEARNING STRATEGIES:

—Read references on the family-life cycle and identify the six major stages.

—Bring in a senior citizen who is willing to tell how the different stages in the family life cycle have affected his/her way of life.

—Role play situations in different stages in life cycles; try to guess what stages is being dramatized.

—Invite a resource person such as a banker, store manager or insurance agent to discuss how family expenditures or family security vary with the different stages of family life.

—Students name families that fit into the various stages of the family-life cycle. Discuss the different needs at each stage.

—Chart the life of a well-known local person. Indicate the different stages of life and show how these stages did influence the person's life style.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a collage showing activities that could accompany the different stages in the life cycle.

—Use a flannel board, graph or chart to illustrate family-life states: beginning, child-rearing, launching, empty nest and aging. Caption: "Marriage Is A Journey, Not A Destination".

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Sexual Roles

OBJECTIVE:

IR —Identify changing sex roles in society and determine how these changes may affect your
LS future life style.

PRETEST:

—Write a shot story that will illustrate how your future life style may be affected by present and future changes in sex roles in our society.

LEARNING STRATEGIES:

—Use case studies to show family variation in sex roles in order to reach family goals. Decide whether or not these variations would work in your personal situation. Look for adjustments which are necessary when the mother is employed away from home.

—Assume the role of a person performing a homemaking task usually considered appropriate for a member of the opposite sex. Analyze personal reactions to this performance.

—Write or tape individual reports on "My Job As A Family Member". Look for division of tasks related to traditional sex roles. Analyze reasons for this division.

—Assume that there are no designated sex roles. Identify appropriate roles based on preference and ability in the family rather than sex.

—Discuss the problem of a girl who has had to take the place of the son her father always wanted. Decide if she would have problems in developing a life style. Correlate to the boy who grows up in a fatherless home.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Bring to class and share examples from children's literature which could condition a boy or girl toward traditional sex roles.

—Contrast a story of a strictly patriarchal family with a democratic family pattern. Decide in which pattern individual family members might be able to reach a goal of maximum development.

—Respond to this quotation: "Whether the stress of modern woman is worse than the threatened boredom of the woman of the past or not, there is no going back. The girl of today must work out her roles in a world of broad choices in which doubt and indecision will at times haunt her, and in which someone—parent, pal, husband, or child—is certain to criticize."

Landis, **Your Marriage And Family Living**

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A LIFE STYLE

CONCEPT: Parenthood

OBJECTIVE:

LS —Recognize the complex responsibilities of parenthood and understand the effect of this
IR family type on life style.

PRETEST:

- —List at least four responsibilities a couple must assume upon the arrival of their first child.
- —Describe how the arrival of this baby will change their life style.
- —Explain how these responsibilities will change by the time the child is three years old.

LEARNING STRATEGIES:

- —Search references to learn about the responsibilities of parenthood and the satisfactions and problems parenthood can bring to people in our society.
- —Plan a panel to discuss these questions:
  - —Do you think having children should be a goal of all people?
  - —Why would some people choose to have or have not to have children?
  - —Are some people better adapted to be parents than others? Why?
  - —What are the personal qualities of people who would make good parents?
- —Identify ways of becoming a parent and the implications each has on life style:
  - —biological parents
  - —adoption
  - —becoming a step-parent
  - —becoming a guardian
  - —becoming a foster parent
  - —artificial insemination
  - —sperm banks
- —Analyze the factors which would limit personal decision on choice of birth control: religious or moral convictions, outside pressures, health, partner's preference and money.
- —Identify sources of birth control information for the present and future.
- —Discuss: What is abortion and what is the current status of legislation regarding abortion?
- —Debate the pros and cons of legalized abortion.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Review the basic needs of children and consider how the family may adapt roles and responsibilities to provide for the needs of a child.
- —Check newspapers and periodicals for articles on population explosion. Discuss in terms of implications for everyone today and in the future.
- —Listen to a speaker who is knowledgeable about implications of overpopulation for individuals and society as a whole.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Attitudes Toward Children

OBJECTIVE:
SD —Analyze one's own attitude about parenthood.

PRETEST:
—Complete a checklist indicating your attitudes toward children and write possible reasons for your attitudes.

LEARNING STRATEGIES:
—Examine case studies, newspaper or magazine articles, short stories, and novels dealing with incidents involving attitudes toward children.
—Create a collage to show your values based on the theme, "A baby means to me."
—Identify and analyze your positive and negative feelings about parent-child relationships.
—Analyze case studies about people who have not had love and affection in their families to make them feel secure.
—Distinguish between "spoiling," "loving," and meeting the needs of a child.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Survey class or school seeking students' attitudes and goals toward parenthood.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Attitudes Toward Children

OBJECTIVE:
LS —Explain at least ten attitudes toward children.

PRETEST:
—Given ten attitudes toward children, explain possible reasons for each.

LEARNING STRATEGIES:
—Work in pairs with one person representing a young couple and his/her parents assuming the role of Ann Landers:
  Compose a letter from a young couple expecting their first child. Include problems commonly faced by expectant parents.
  Reply to the letter giving assistance and possible solutions to the problems.
—Define the roles of each of the following in preparation for parenthood:
  Father
  Mother
  Sister
  Brother
  Grandparent
  Other Relatives
—Survey the community and/or faculty and compare attitudes toward children due to present life style, background experiences, and age.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Interview a young couple to determine their feelings about parental responsibility to children. Conduct a second interview with your parents. Compare the attitudes of the two couples.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Parent-child Relationships

OBJECTIVE:
SD —Identify desirable traits for a parent to exhibit when working with children.
HR

PRETEST:

—List at least five desirable traits for a parent to exhibit when working with children.

LEARNING STRATEGIES:

—Visit a nursery school, kindergarten or first grade. Give special attention to positive directions used by teacher. Report observations to class.

—List ways to show love to children of different ages. Consider the purchasing of material goods as a way of showing love.

—Read sources discussing positive verbalization techniques with children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Become a teacher's aide, tutor an elementary school child, work with younger 4-H members, or assist with summer day camps to discover how you and young children interact.

LEVEL II

CHILDHOOD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Parent-Child Relationships

OBJECTIVE:
LS —Define the roles and responsibilities ov various family members in preparation for children.
HR

PRETEST:

—Describe the roles and responsibilities of the following family members: mother, father, brother, sister, and other family members.

LEARNING STRATEGIES:

—Read selected references dealing with family roles and responsibilities.
—Discuss roles of parents in keeping children healthy and safe.
—Analyze changes in family routine and budget that may be necessary when a child is ill or when extra money is budgeted for education or a crisis situation.
—Brainstorm ways to encourage children's acceptance of the coming of another child.
—Develop a work schedule for a mother or father to use when they follow dual roles. Is it always possible to follow a rigid schedule? What situations would necessitate flexibility in the schedule? How would you incorporate flexibility into your schedule?
—Consider the father's involvement in caring for children. How could his definition of "the male role" assist or hinder in creating family harmony?
—List priorities in homemaking tasks with the goal of spending more time with the children. Which tasks can be given up? Which ones can you pay to have done? Which can you teach the children to do?
—Describe ways your own family carried out roles and responsibilities over one weekend.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Listen to a panel of parents and students discuss "Accepting Responsibilities of Parenthood." How do opinions differ concerning responsibilities of parenthood.
—Interview a working parent concerning what happens when a child becomes ill. How does this affect the day's schedule and the parents' emotional well-being?
—Interview an employed, pregnant woman to discover how she is preparing for the new baby.
—Work to improve specific relationships within your family.
—Pretend that school is the same as a job and you are a working parent with full responsibilities for home and family. What alterations would you make in your schedule to meet this situation?

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Parent-child Relationships

OBJECTIVE:
HR —Analyze positive and negative feelings about parent-child relationships.
IR

PRETEST:

—Identify positive and negative feelings about relationships in a case study and explain why these feelings exist.

LEARNING STRATEGIES:

—Explore ways you can show love at home. How do you tell family members that you love them? What non-verbal methods does your family use to express love?

—Role play situations in which there is an interrelationship of physical, emotional, and mental health.

—Complete a checklist that determines the value you place on family relationships.

—Listen to representatives of community agencies dealing with child neglect. Determine characteristics of families who neglect children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Using current news media, collect and share information about battered and neglected children. Draw conclusions about relationships of the attackers and the injured child.

216

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Heredity And Environment

OBJECTIVE:

SD —Distinguish hereditary factors from environmental factors which influence appearance and physical health of children.
LS
IR

PRETEST:

—List five personal characteristics which are inherited and five characteristics which are environmental.

LEARNING STRATEGIES:

—Bring to class pictures of parents when young and seek resemblances in students.

—Read selected references dealing with environmental and hereditary factors.

—Discuss how scientific knowledge about heredity agrees or disagrees with the old saying "A chip off the old block."

—Summarize own physical, emotional, and social traits gained from heredity and from environment.

—Develop a chart showing characteristics that are due almost entirely to heredity, largely the result of learning, or a mixture of both heredity and environment.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create charts or a bulletin board summarizing environmental and hereditary factors that may affect your current health and appearance.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Heredity and Environment

OBJECTIVE:

SD —Determine desirable environmental characteristics which contribute to the satisfactory
LS development of a child.
IR

PRETEST:

—List ten environmental characteristics which contribute to satisfactory development, and give possible reasons for each.

LEARNING STRATEGIES:

—Create a collage showing environmental factors which have influenced you.
—Summarize contributions your family has made to your life thus far.
—Work in small groups and list environmental characteristics that may affect a child.
—Discuss the importance of an emotionally stable parent.
—Discuss criteria for a "good parent." What steps can you take today to work toward meeting this criteria?
—Survey the community to discover beliefs about environmental and physical influences on the development of children. Distinguish between beliefs based on fact and "old wives' tales." How might the "old wives' tales" have originated?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Have a social worker or judge present his/her feelings concerning the influence of consistency and permanency of home environment on the development of the child.
—Read and discuss information about other sections of the United States and other countries which might have environmental influence on personal growth and development.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Reproduction

OBJECTIVE:
SD —Explain and name the parts of the reproductive system related to conception.
IR

PRETEST:

—Given a drawing, label and explain each part of the reproductive system and tell how conception occurs.

LEARNING STRATEGIES:

—View a film or filmstrip that explains the function of hormones. Discuss the effects of hormones on feelings, body functions, and appearances.
—Chart the menstrual cycle and correlate it with reproduction.
—Illustrate the process of fertilization.
—Create anonymous questions about conception. Answers may be provided by teacher, film or resource person.
—Write a paragraph on "Conception—How does it occur."
—Consult references to find causes of multiple births.
—Differentiate between identical and fraternal twins. Consider the heredity factor involved in the conception of twins.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read and report on new developments in choosing the sex of the child.
—Consult references to learn when and how sex of the baby is determined.
—Draw a diagram or create a chart to show how chromosomes pair to produce males and females.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: SIGNS OF PREGNANCY

OBJECTIVES:

SD —Recognize four presumptive signs of pregnancy.
LS —Explain six possible discomforts of pregnancy and describe how they might be overcome.
IR

PRETEST:

—List four presumptive signs of pregnancy.
—Given a list of possible discomforts of pregnancy, explain why they may occur and describe how they might be overcome.

LEARNING STRATEGIES:

—Read references to help distinguish common discomforts from discomforts indicating serious complications in the pregnancy.
—Compare the meanings of spontaneous, therapeutic and criminal abortion, miscarriages and premature births.
—Prepare and present "mini" reports on scientifically founded physical and mental discomforts as opposed to symptoms based on "old wives' tales."
—Discuss the selection of a doctor. What points should be considered for positive physical and emotional care?
—Define general practioner, obstetrician and pediatrician.
—Role play a woman visiting the doctor for confirmation of pregnancy, telling her husband of the pregnancy, and telling her children of the pregnancy.
—Brainstorm reasons a pregnant woman might not see a doctor.
—Discuss in small groups the following situations. Consider the need to see a doctor early in the pregnancy.

Jane is confident that she is pregnant, but she has some spotting each month. She has not seen a doctor because she and her husband are financially limited at the present time. In the fourth month of pregnancy she miscarries and is in the hospital for two weeks.

Ann went to a doctor when she missed her first period. She returned the next month when the doctor confirmed her pregnancy. She has since missed her monthly checkup because she feels that her doctor "scolds" her for not drinking milk, gaining too much weight, and numerous other things.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compile research findings, and report to the class the number of live births in relation to:
    age of mother
    birth defects
    extent of medical care
    socio-economic level

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Prenatal Growth

OBJECTIVE:

SD —Describe the growth and development of the embryo, the fetus, and the subsequent changes
LS in the expectant mother's body.

PRETEST:

—Arrange consecutively pictures of the embryo and fetus at different stages and tell how the changes affect the mother's body.

LEARNING STRATEGIES:

—Examine charts, diagrams or slides showing embryo and fetus growth.
—List vocabulary necessary to understand prenatal development and find definitions for all terms.
—Read selected references to gain information about physical exercise, body posture, and general care of the expectant mother's body.
—Examine embryo and fetus samples from biology department or museum.
—Play game "How Old Am I?" Each student describes what she can do and her appearance. The other players identify her prenatal age.
—Write "Letters From The Unborn Child" to the mother at each month of pregnancy to stimulate thinking about developmental stages of unborn child.
—Interview a pregnant woman to find information concerning the following:
first feeling of movement
weight gain
changes in clothing size
general difficulty with mobility
—Take objective quiz matching description of characteristics with stages at which they are common.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Summarize research on drug use, excessive smoking and congenital diseases and how they may affect the unborn child.
—Discuss in class the pros and cons of abortion. What contributing factors enter this issue? What role do personal and social values play in the issue?
—Find three or four magazine or newspaper articles on abortion. React to each. Discuss at least one with the class.

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Prenatal Nutrition

OBJECTIVES:
HR —Create meals that are nutritionally adequate for a healthy woman expecting a baby.
CE —Recognize how the nutrition of the mother affects the child.
LS
SD

PRETEST:
—Create a full day's menus for an expectant mother including all the nutrients needed.
—List the amount and kinds of nutrients an embryo or fetus needs.

LEARNING STRATEGIES:
—Read references about nutritional needs during pregnancy. Which nutrients need to be increased in order to meet the baby's needs.
—Discuss how poor nutrition will affect the baby.
—Analyze the statement, "Now that you're pregnant you're eating for two." Consider the basis for this belief.
—Dramatize problems of eating away from home (vacations, working day lunches, sack lunches) to demonstrate the importance of nutrition and exercise for pregnant women.
—Compare adequate lunches for a pregnant woman and a non-pregnant woman.
—Plan one week's meals for a pregnant woman. Consider both quality and quantity of food.
—Compare the following situations and develop criteria for determining the amount of weight gain during pregnancy.

Jane went to the doctor when she was pregnant and he told her to gain just ten pounds during the entire pregnancy.

Alice went to the same doctor and he told her that she could gain up to twenty-five pounds.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Read current materials to discover new thoughts about weight gain during pregnancy.
—Tape an interview with a physician discussing nutrition for pregnant women.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Clothing And Personal Care

OBJECTIVES:

CE —Describe types of clothing worn for comfort and safety during each trimester of pregnanccy.
HR —Describe types of personal care items that would make a woman more attractive and comfortable during each trimester of pregnancy.
IR
LS

PRETEST:

- —Design or obtain from magazines clothing that could be worn by an expectant mother during each trimester of pregnancy.
- —Given a list of personal care items, explain how each should be used during each trimester of pregnancy.

LEARNING STRATEGIES:

- —Read references dealing with grooming for the pregnant woman.
- —Recall basic rules of personal hygiene. Determine if there would be any changes from the rules during pregnancy.
- —Design or collect pictures of maternity clothes and display on a bulletin board.
- —Brainstorm "Look Good, Feel Good." Does our appearance affect our feelings?
- —Read resource articles to determine the types of clothing necessary for pregnancy. Consider ease of care, comfort, cost, activity, and style.
- —View a display of maternity undergarments. Discuss with class the purpose of each garment, cost, trimester the garment may be needed.
- —Plan "A Maternity Wardrobe on a Shoestring." Price actual clothing from stores or catalogs. Consider your activities during pregnancy, employment, season, possible borrowed clothing.
- —Visit a maternity shop or attend a fashion show of maternity clothes. Compare the styles of today's pregnant women with the fashions your mother wore while carrying you.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Make clothes for a pregnant woman. Compare construction and sizing to regular clothing.
- —Collect used maternity clothes, check for needed repair, and give to a community agency for distribution.

CHILD DEVELOPMENT

UNIT TITLE: **CONCEPTION THROUGH THE FIRST YEAR**

CONCEPT: **Equipment For Baby**

OBJECTIVE:
CE —List child care equipment and identify factors to consider when purchasing each item.
HR
LS

PRETEST:
—List basic child care equipment and identify factors to consider when purchasing.

LEARNING STRATEGIES:
—Read references indicating necessary equipment for baby.
—Visit various stores to observe infant equipment and clothing. In small groups list and itemize cost of necessary equipment. List items that would be enjoyable to have but are not essential.
—Discuss how life styles and space within the home affect the purchase of equipment and clothing for the baby.
—Make a checklist of desirable and undesirable clothing for babies and explain your reasoning.
—Produce a scale model of a room (or portion of a room) for a newborn baby. Furnish the room with scale furniture, drawings, or cutouts. Consider the following:
  cost of decorating
  utility
  aesthetic qualities
  infant stimulation in color and motion
  flexibility of decor for maturing child
—Develop a room plan to accommodate both an infant and an older sibling. Consider the needs of both children.
—Brainstorm ways other than store purchasing to obtain needed equipment for a new baby.
—Brainstorm ways to improvize and/or create needed equipment.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Consider child care equipment that could be made at home. Try making something for baby.
—List basic needs of children. Divide the list into physical, emotional, social, and intellectual needs. Explain how they differ for infant, preschooler, and school age child. Relate this to the equipment needed.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Employed Mother-to-be

OBJECTIVE:

LS —Differentiate the needs of an employed, pregnant woman from those of the non-employed,
CE pregnant woman in regard to her prenatal care.
IR —Analyze a case study about an employed, pregnant woman and one about a non-employed,
HR pregnant woman and underline statements that make the situations of prenatal care different.

PRETEST:

- —Explain how an employed woman may change her schedule during her pregnancy.
- —Given a daily schedule, explain changes that may be necessary for an employed woman who is pregnant.

LEARNING STRATEGIES:

- —Read selected references about physical limitations of pregnant women and how they may differ for individuals.
- —List home and family activities which are necessary, those which may be omitted, and those which may be desirable if time allows. Determine how shared roles may be implemented and/or increased during pregnancy.
- —In small groups, discuss attitudes concerning mothers who are employed.
- —Plan a schedule allowing for job demands, household activities and needs of the family.
- —Listen to a panel of women to ascertain length of their maternity leave, type of employment, advice given by their doctors about working during pregnancy.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Review state and federal legislation dealing with maternity leaves and absences.
- —Collect magazine and newspaper articles demonstrating current trends in the employment of pregnant women.

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Postnatal Care of Baby

OBJECTIVE:
SD —Demonstrate a minimum of ten basic skills needed to care for a new infant.
HR
LS

PRETEST:
—Demonstrate a minimum of ten appropriate procedures needed to care for a new infant.

LEARNING STRATEGIES:
—View films on the self-demand schedule of baby feeding.
—Make a chart of infant foods and suggested ages to be introduced into the diet. Explain reasons for vitamin supplements.
—Compare strained, chopped and mixed foods. Suggest baby foods that can be made at home. Compare time cost and money cost.
—Discuss routine activities prescribed by the physician for diet, sleep, toilet routines. Consider costs of regular monthly checkups and innoculations that are given at proper time.
—Observe mothers and/or fathers demonstrate the bathing and feeding of a baby.
—Practice folding and changing various types of diapers.
—In small groups, compare cost, ecological effect, and convenience of cloth diapers washed at the laundromat, cloth diapers washed at home, disposible diapers, and a diaper service.
—Role play ways that a parent's attitudes or feelings (nervous and tense, relaxed and confident, resentful and bothered) might affect an infant's behavior in the following situations:
  bathing a baby
  bottle feeding a baby
  spoon feeding a baby
  preparing a child for bed
—Demonstrate and/or explain how you can help a child get into the proper frame of mind for bedtime.
—Play a tape recording of several babies' crys. Discuss possible causes, modds of the children, and how you would respond.
—Discuss sleep requirements for an infant and how they will change during the first year. Consider the incorporating of the baby's schedule into that of the family.
—List hospital procedures required by the State of Ohio at the time of birth. Explain reasons for these requirements.
—Apply procedures explained and illustrated in class by assisting parents in caring for a newborn infant.
—Create a poster or slide set on infant safety.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Make a chart of types and time of innoculations for infant during the first year. Consider recent changes made in innoculation requirements.

CHILD DEVELOPMENT

UNIT TITLE: **CONCEPTION THROUGH THE FIRST YEAR**

CONCEPT: **Postnatal Care of Mother**

OBJECTIVE:
HR —Explain how a mother can manage time and energy to meet needs of family members as
LS well as those of the infant.
IR

PRETEST:
—Examine case studies and determine how the situations could be improved.

LEARNING STRATEGIES:
—Read selected references reviewing management concepts of time and energy.
—Brainstrom: "Quality of time spent with children vs. quality of time spent with children."
—Discuss how working mothers can meet the basic needs of young children. Consider outside pressures that may affect the feelings of the working mother.
—List tasks a mother could teach her children. At what age could they begin the various tasks.
—List tasks being fulfilled in your home at present. Consider what changes in task performance would take place if a baby were added to your family.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Create cartoon drawings, a slide presentation, or photo display entitled "A parent is ......"

CHILD DEVELOPMENT

UNIT TITLE: CONCEPTION THROUGH THE FIRST YEAR

CONCEPT: Postnatal Care of Mother

OBJECTIVE:

SD —Identify the concerns of a new mother relating to her recovery when returning from the
HR hospital (diet, clothing, exercise and emotional adjustments).
LS

PRETEST:

—List three specific concerns that a new mother would have about her own recovery when returning from the hospital.

LEARNING STRATEGIES:

—Analyze the following questions which might concern a new mother. Consider how the mother might feel when faced with these problems.

When will I get my figure back?
How can I get enough rest when I'm awake all night?
Could I be jealous of all the attention the baby is getting?
How can I take care of the baby and the house, too?
What foods will affect the baby if I breast feed?
Will I ever return to a "normal" social life?

—Read references to find when reproductive organs return to normal condition. Consider when conception is possible.

—Interview new parents to learn how they feel about their new roles. Did they experience "postpartum blues?" What adjustments were necessary in their home life with the addition to the family?

—Brainstorm ways a new mother might obtain needed assistance in the home on immediate return from the hospital. How could the assistance meet their financial limits?

—Interview a doctor to find out when a woman can begin to exercise after delivering a baby. What type of exercise is most beneficial? What diet suggestions should be followed?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Assist a new mother with her chores or offer to care for her baby while she rests, goes shopping, or gets some needed outdoor exercise.

—Interview mothers to determine how quickly they returned to their regular clothing. What did they wear home from the hospital? How much rest did they require upon return from the hospital? How quickly did they return to a regular schedule?

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: **CHILD CARE SERVICES OUTSIDE THE HOME**

CONCEPT: **Forms Of Child Care**

OBJECTIVES:

LS —Formulate a minimum of ten guidelines for selection of effective child care outside the home.
HR —Identify a minimum of five personal qualities and ten responsibilities of child care per-
IR
SD

PRETEST:

- —Develop ten guidelines for selection of effective child care outside the home.
- —List five desirable personal qualities and ten responsibilities of child care personnel.

LEARNING STRATEGIES:

- —Determine criteria helpful in judging the facilities of a child care center.
- —Read and report on educational and training requirements for child care personnel. Determine criteria for judging child care personnel.
- —Compare the criteria used by employed mothers with criteria used by unemployed mothers when evaluating child care services.
- —Tape interviews with parents who have their children cared for outside the home. What problems have occurred and how have they solved them?
- —Read references concerning different types of child care services and characteristics of each (laboratory, co-op, parent centers, private, day care, family handicapped, public and church).
- —Define child care service and discuss purpose such as physical care, protection, environmental enrichment, education.
- —Role play positive and negative situations between parents and employee and between child and employee.
- —Review slides and discuss "Who'll take care of my children." Consider your personal values and how these values would affect your choice of child care services.
- —As a class, read and review the legislation concerning child care services. Substitute Senate Bill 5104 of the Ohio revised code.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Interview persons working in child care centers to identify the services available—social, medical, emotional and mental.
- —Observe children in child care centers and see how they react to their surroundings.
- —Survey the community to find types of child care services available. Make a directory for the class to use. Include costs, child-supervisor ratio, materials supplied, schedule, and facilities. Consider printing the data for circulation to new residents in the community.

LEVEL II

CHILD DEVELOPMENT

UNIT TITLE: CHILD CARE SERVICES OUTSIDE THE HOME

CONCEPT: Community Agencies

OBJECTIVES:

SD —Identify contributions that community agencies can make to help solve problems related to children.
LS
IR —Analyze problem situations related to children and select appropriate helping agencies.
HR

PRETEST:

- —List community agencies and the contributions that each can make to a better life for children.
- —Given a list of agencies in the community, tell what types of help each can provide.

LEARNING STRATEGIES:

- —Make a bulletin board "Help!" Ponder the thought: "Who needs help."
- —Create a new game or activity for children in the hospital.
- —Visit a children's hospital and compare the facilities with a regular hospital. Discuss with hospital personnel what counseling services or problem prevention programs are available to the community.
- —Discuss how the church can help solve problems. What types of problems would you take to a minister? Does the church have any legal right to deal with families?
- —Discuss the current adoption situation. Analyze the different types of children who are available for adoption. Should an unmarried person adopt?
- —Listen to a representative from planned parenthood discuss the need for birth control, birth control for the single girl, and how birth control affects children.
- —Chart the population of the current and last decades. Analyze results.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Prepare and give special reports on children with special needs and what facilities will help this child.
- —Plan field trips to:
  - school for retarded children
  - special education classes
  - school for the blind and for the deaf
  - any clinic or institutions that work with handicapped children
- —Volunteer to work at a hospital, child care facility, or church school.
- —Research and tell how each of the following affect family planning. How could this affect the future? How are you preparing to meet each of these?
  - Military obligations
  - Age for and time of marriage
  - Birth control—size of family
  - Shorter working hours—more leisure time
  - Working wives and mothers
  - Greater automation
- —Research and report to class all the recreational facilities in your community and tell requirements for joining, if any. Consider those for individuals and family as a group.

—Talk to the following resource people concerning adoption:

- lawyer
- adopted child
- doctors who arrange adoptions
- girls who placed babies for adoption
- representatives of adoption agencies

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Consumer Purchase Of Food: Legal And Personal Influences

OBJECTIVE:

CE —Appraise ten legal health requirements that public eating facilities and personnel must meet.

PRETEST:

—Appraise ten legal health requirements that public eating facilities and personnel must meet.

LEARNING STRATEGIES:

—Identify the functions of the following as they apply to the control of food production and protection for the consumer:

Ohio and United States Departments of Agriculture
Ohio and United States Public Health Service
Food and Drug Administration (FDA)

—Discuss with the school dietitian the differences and similarities of food purchases and preparation techniques for home and for institutional cooking.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe the preparation of lunches in the school cafeteria for two days. Discuss with the head cook the cost of lunches as well as techniques used in their preparation.

—Interview students as to their knowledge of quantity food preparation and its limitations.

—Tape a day in the life of a local restaurant operation. Secure the cooperation of the restaurant manager. Share with classmates.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Consumer Purchase Of Food: Legal And Personal Influences

OBJECTIVE:

CE —Compare differences in cost, nutritional value, and preparation techniques for three foods
SD in and out of season, two frozen, canned, and fresh foods, tough and tender cuts of beef,
HR two packaged and bulk foods, three convenience and "scratch" foods, and two packed lunches and school or restaurant lunches.

PRETEST:

—Compare differences in cost, nutritional value, and preparation techniques for three foods in and out of season, two frozen, canned, and fresh foods, touch and tender cuts of beef, two packaged and bulk foods, three convenience and "scratch" foods, and two packed lunches and school or restaurant lunches.

LEARNING STRATEGIES:

—Compare cost and convenience of different forms in which given foods can be purchased.
—Read assigned materials to find out about the roles of food producer, wholesaler and retailer; determine how they effect the food budget.
—Discuss the relationship of life styles to amount of money spent for food - example: game hunter, vegetarian; gourmet.
—Discuss why a planned market order helps the shopper to stay within a food budget.
—Visit a grocery store or view films to learn about buying fresh fruits, vegetables, and tender and less tender cuts of beef.
—Specify shopping guides for each of the four basic food groups.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss with representatives of varying life styles how their food habits and costs are different.
—Compile a list of guidelines that would aid the shopper in staying within a limited budget. Distribute to several shoppers for a trial use.
—In cooperation with the family, do grocery shopping for two weeks, using the shopping techniques studied; keep records and report the results.
—Plan meals for a day that are nutritional on low cost, moderate cost, and high cost bases.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Consumer Purchase Of Food: Legal And Personal Influences

OBJECTIVE:

CE —Evaluate information required by law to be on labels on cans, packaged foods, fresh produce, meat and in restaurants and institutions.

PRETEST:

—Evaluate information required by law to be on labels on cans, packaged foods, fresh produce, meat and in restaurants and institutions.

LEARNING STRATEGIES:

—Create a label for a fictitious food, including information required by law, helpful information, and promotional information. Refer to government legislation regarding labeling, including nutritional labeling.

—Identify the requirements of labeling perishable foods.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study what government action is taken when food is falsely labeled.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Cooking From "Scratch"

OBJECTIVE:
HR —Prepare a rationale for the dual role homemaker for cooking some foods from "scratch".
IR
CE

PRETEST:

—Prepare a rationale for the dual role homemaker for cooking some foods from "scratch".

LEARNING STRATEGIES:

—Interview homemakers to determine which foods they prepare from "scratch" and which foods are commonly purchased in convenience food form. Determine from them why these decisions are made. Consider varying life styles when selecting interviewees.
—Compute the cost in time and money of a specific convenience food and its home prepared counterpart.
—Lost equipment that facilitates cooking from "scratch".
—Read references on changing and cooperative roles of males and females.
—Review management principles—especially the decision-making principle.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a product from scratch and compare it to a similar item prepared from a ready mix or frozen-prepared container. Use classmates as taste-testers. Keep record of time, cost and energy expenditures.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Cooking From "Scratch"

OBJECTIVES:

HR
CE

- —Create a composite of basic food cookery principles for future reference including meat, fish and poultry cookery; casseroles, fresh, canned, dried and frozen vegetables and fruit cookery; egg, cheese and milk cookery; salad making; food preservation techniques; pastry, cakes, muffins, biscuits, bread, and beverages.
- —Create and evaluate a nutritious and aesthetically appealing meal from scratch without assistance which includes meat, vegetables, salad, bread, dessert and beverage.

PRETEST:

- —Create a composite of basic food cookery principles for future reference including meat, fish and poultry cookery; casseroles, fresh, canned, dried and frozen vegetables and fruit coolery; egg, cheese and milk cookery; salad making; food preservation techniques; pastry, cakes, muffins, biscuits, bread, and beverages.
- —Create and evaluate a nutritious and aesthetically appealing meal from scratch without assistance which includes meat, vegetables, salad, bread, dessert and beverage.

LEARNING STRATEGIES:

- —Read references on main meal planning, preparation, and service.
- —Read references on scientific principles to observe in preparing foods in the basic four food groups as well as baked goods. List the principles according to the food group it represents, and **practice** one preparation from each major group. (Refer to list in objective above.)
- —Given a list of food preparation failures, identify the scientific principles that were not observed in their preparation—example: leathery protein foods, thin meringues, lumpy sauces.
- —Refer to references on food additives; identify additives which affect freshness and palatability of food.
- —Observe the work of other students who are experimenting with the scientific principles of foodcookery. Add their findings to the laboratory record of experiences.
- —Identify moist and dry methods of cookery. Use them in preparation of foods in lab and at home.
- —View demonstrations utilizing less common foods in different forms; identify procedures used in their preparation and evaluate taste, appearance, cost, and nutrient value of the prepared food.

QUEST, IEE AND FHA SUGGESTIONS:

- —Practice preparation of foods from the basic four food groups. Keep a record of experiences in preparation; bring samples to class when possible; and evaluate the results of continued practice.
- —Plan and prepare a creative vegetable buffet, utilizing the principles of vegetable cookery. include a variety of techniques such as baking, creaming, deep frying, stewing, and steaming. Also, include various forms and colors of vegetables.
- —View a filmstrip on preparing cakes and frostings. Give the purpose of each ingredient used in various cake recipes. Practice baking one cake of each type and a cooked and uncooked frosting.
- —Read reference on pie baking and then practice baking a single crust, two crust, and compare with prepared crust and filling for pies.

—View a filmstrip concerning meat: grades, cuts, preparation of, and kinds of meat.
—Visit a supermarket meat and poultry section for a guided tour and explanation of meats on display.
—Plan and prepare a guest meal with stuffed poultry or pork as the main dish. Emphasize preparation techniques as well as entertainment principles.

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Cooking From "Scratch"

OBJECTIVE:

CE —Investigate and evaluate three restaurants as to proportionate use of pre-prepared foods compared to foods from "scratch".

PRETEST:

—Investigate and evaluate three restaurants as to proportionate use of pre-prepared foods compared to foods from "scratch".

LEARNING STRATEGIES:

—Discuss with several restaurant owners the proportion of pre-prepared foods used as compared to foods from "scratch". Determine why they are used and what customers think of the products served to them.

—Determine the effect of portion control on the decision of restaurant owners to cook from "scratch" or use pre-prepared foods.

—Interview restaurant or cafeteria cooks to determine self-satisfaction on the job when comparing the preparation of pre-prepared foods with foods from "scratch". Determine how the reputation of the establishment for good food is effected by the type of food served.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read reference on sea food and identify types and preparation, and availability in restaurants in your locality.

—Visit a bakery and determine if any pre-prepared items are used. What would be the benefits or disadvantages?

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Speed Cookery And Electronic Ranges

OBJECTIVES:

CE —Appraise benefits and disadvantages of an electronic range by comparing the meal
HR prepared both on a standard range and in an electronic range.

—Compare three brands of electronic ranges for cost, safety, special features, size and installation requirements.

PRETEST:

—Investigate use of electronic ranges in restaurants and evaluate advantages and disadvantages.

—Appraise benefits and disadvantages of an electronic range by comparing the meal prepared both on a standard range and in an electronic range.

—Compare three brands of electronic ranges for cost, safety, special features, size and installation requirements.

—Investigate use of electronic ranges in restaurants and evaluate advantages and disadvantages.

LEARNING STRATEGIES:

—Read specification sheets on electronic ranges. Appraise the benefits of owning an electronic range based on its features.

—View a demonstration on the proper use of the electronic range. Evaluate its usefulness to people of varying life styles.

—Discuss with owners of electronic ranges, their benefits and disadvantages.

—Visit local appliance dealers who sell electronic ranges, Compare features, cost, size, and installation requirements.

—Select a menu from recipes suited to the electronic range. Prepare the meal in the electronic range while another group prepares the same meal using the standard range. Plan the time cooperatively so that both meals can be taste-tested. Evlauate time and ease of preparation as well as quality and taste of the food prepared by each method.

—Identify other equipment that speeds food preparation time in addition to the electronic range.

—Utilize recipes adapted to the electronic range in creating a list of foods from the basic four which may be prepared by this method. Try some of them and write evaluative comments beside the recipe used.

—Visit a local restaurant or food service center to determine what use is made of the electronic range and what advantages/disadvantages it poses to the operators.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Use the electronic over to prepare refreshments for a meeting; demonstrate its use to the group.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Time and Labor Saving Devices And Techniques

OBJECTIVES:

CE —Select and use a time and labor saving device or technique for preparing tender and tough
HR cuts of meat, select fresh fruit and vegetables, select frozen foods, pastries, bread, cake, selected cooked vegetables and fruits, beverages, selected desserts and salad)

—Evaluate food preparation equipment that would benefit four types of handicapped homemakers.

PRETEST:

—Select and use a time and labor saving device or technique for preparing tender and tough cuts of meat, select fresh fruit and vegetables, select frozen foods, pastries, bread, cake, selected cooked vegetables and fruits, beverages, selected desserts and salads.

—Evaluate food preparation equipment that would benefit four types of handicapped homemakers.

LEARNING STRATEGIES:

—Read reference on management of resources.

—Brainstorm the time-saving equipment available for food preparation by the dual-role homemaker. Where possible, display the equipment for classmates; visit store to see what is new on the market.

—View a demonstration on time and labor saving pieces of equipment. Analyze how each piece can save time and energy according to various life styles.

—Participate in a competition to see which unit can develop and prepare a quick meal using the fewest number of utensils and least amount of time.

—List the benefits of owning a dishwasher, garbage disposal, electronic over, trash masher, and freezer.

—Demonstrate steps in using a pressure cooker and prepare food in it. Compare time and appeal of the food prepared.

—Read references or special provisions related to kitchen equipment for handicapped individuals.

—Interview an agency representative who aids handicapped individuals to be self-sufficient at home—example: Multiple Sclerosis Society. List those pieces of equipment beneficial to handcapped homemakers. Also, identify types of handicaps experienced by homemakers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE ANB FHA SUGGESTIONS:

—As an FHA program, invite mothers to view an electric company demonstration and lecture on new appliances on today's market.

—Interview handicapped individuals who have been aided by special equipment and proper instruction. Share with classmates.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Entertaining

OBJECTIVES:

IR —Develop acceptable skill in ordering from a menu in four different types of eating establishments.
SD
CE —Develop acceptable skill in eating five foods not frequently served in everyday meals.

PRETEST:

—Define how to order from a menu in four different types of eating establishments.
—Identify how to eat five foods not frequently served in everyday meals.

LEARNING STRATEGIES:

—Discuss with classmates experiences each have had in different types of restaurants or other food centers. Decide what is acceptable behavior in the different establishments. Investigate those that no one has experienced but perhaps know about.
—Observe a demonstration on how to eat foods with which you are now unfamiliar. Practice until you develop skill in eating any five foods or with any different type of utensils such as chop sticks, fondue forks.
—Memorize ten foreign terms for foods frequently found on menus.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan an FHA night out to an establishment not common to most members.

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Entertaining

OBJECTIVES:

CE —Create for a beginning homemaker a list of desirable food service equipment.
IR —Serve a meal to guests with the help of a friend and use aesthetically appealing table appointments that carry out a special theme.
HR —Select acceptable service dishes and serving utensils for ten foods.

PRETEST:

—Create for a beginning homemaker a list of desirable food service equipment.
—Plan a meal to serve to guests with the help of a friend and use aesthetically appealing table appointments that carry a special theme.
—Select acceptable service dishes and serving utensils for ten foods.

LEARNING STRATEGIES:

—Visits the housewares department of a retail store to determine the range of food service equipment available to the beginning homemaker. Evaluate the usefulness of the items for varying life styles and determine what items are basic.
—Plan, prepare, and serve several meals at home using various types of service and including foods requiring special skill to eat. Keep a record of the family's reactions as well as your skill in planning, preparation, and service.
—Plan a party, develop a theme, prepare table setting, decorations, serving dishes and equipment and food that carries out the theme. Evaluate results.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Arrange for a resouce person to demonstrate centerpiece arrangements including fruits, vegetables, flowers, and other appointments.
—Display various kinds of table appointments available on today's market. Share with classmates.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: MAIN MEALS AT HOME AND AWAY

CONCEPT: Entertaining

OBJECTIVES:

IR —Compare and evaluate cost, time and energy and results of entertaining guests at home vs.
HR restaurant; self-prepared meal vs. catered meal; sit-down vs. buffet; picnic vs. formal
CE meal; and cook-out vs cook-in.

—Demonstrate three commonly used methods of serving a meal to family or guests.

PRETEST:

—Compare and evaluate cost, time and energy and results of entertaining guests at home vs. restaurant; self-prepared meal vs. catered meal; sit-down vs. buffet; picnic vs. formal meal; and cook-out vs. cook-in.

—Demonstrate three commonly used methods of serving a meal to family or guests.

LEARNING STRATEGIES:

—List advantages and disadvantages of entertaining friends at a restaurant or by providing a catered meal for them; consider convenience, cost, and variety of food available.

—Plan, prepare, and serve guest dinners using each of the methods in the objective (guests may be school officials, community leaders, parents, or others). In the plan of work include menu, division of responsibilities, type of service, and table appointments. Evaluate upon completion.

—Discuss how rapidly changing life styles have changed commonly accepted styles of table service.

—Read references on entertaining at home. Categorize types of service, table setting, table appointments, table decorations, and ways of serving food while entertaining.

—Gain experience in using each style of food service by role playing with all props except food. List factors that should be considered when selecting a style of meal service.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Check with rental agencies to discuss what table appointments are available for special situations as well as the cost and terms of rental. Compare rental vs. ownership.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Food For Pregnancy And Lactation

OBJECTIVES:

HR —Plan a week's menus and prepare one meal for a family where one member is pregnant.

IR —Evaluate nutritional needs of the lactating mother and make adaptations in a family meal to meet needs.

PRETEST:

- —Plan a week's menus and make plans for the preparation of one meal for a family where one member is pregnant.
- —Identify the nutritional needs of a lactating mother and make adaptations in a planned family meal to meet her needs.

LEARNING STRATEGIES:

- —Read references on the dietary needs of the pregnant woman and the lactating mother.
- —Discuss with an obstetrician or an obstetrics nurse the dangers of an inadequate diet to the mother or infant.
- —Identify the special dietary needs of a pregnant teenager.
- —Read the many approved pamphlets available on dietary needs of pregnancy. Put together packets of information which would be helpful to pregnant teenagers or women in the area.
- —Evaluate menus provided for you to determine their adequacy for the pregnant woman or lactating mother.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Compare the information found in popular women's magazines regarding meals for the pregnant woman to the information disseminated through pamphlets available in doctor's offices or through parent preparation programs.
- —Visit a parent-preparation program during the time that diet is being discussed.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Infants And Toddlers

OBJECTIVES:

HR —Appraise five changes needed in equipment, time, and energy as well as food adaptations of
CE family meals when feeding infants or toddlers.
IR —Adapt food served to a family to meet needs of two and three year olds.

PRETEST:

—List five equipment, time, energy, and food adaptations needed in daily meals when feeding infants or toddlers.
—List foods that are suitable to meet the nutritional needs of two and three year olds.

LEARNING STRATEGIES:

—Read references on feeding infants and toddlers.
—Visit a department store where baby equipment is displayed to determine the equipment available for feeding infants and toddlers. Decide which equipment is more essential than others; identify suitable substitutes for the non-essential equipment.
—Compare the cost of commercially prepared baby food with that of baby food prepared at home.
—Interview parents or babysitters of toddlers to decide what foods and food service are suitable for two and three year olds. Share any new ideas with those people interviewed.
—View filmstrip or film on food habits of infants and toddlers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss with a doctor or nurse how adult attitudes regarding food affect the infant or toddler.
—Visit a pre-school to observe the eating habits of young children.
—Record observations of a young child's eating habits with whom you live or babysit.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: **Geriatrics**

OBJECTIVE:

CE —Analyze the basic food group needs of elderly persons and evaluate differences from needs
HR at earlier ages along with financial and physical ability to make the necessary changes.
IR

PRETEST:

—List ten changes perhaps necessary for planning, preparing, and serving meals for elderly people.

LEARNING STRATEGIES:

—Read references pertaining to food for the elderly.
—Interview the dietitian of a home for the elderly to determine food needs of geriatric patients.
—List foods which are usually poor choices for elderly people and explain why.
—Consider food serving procedures for the elderly who may have sight or muscle impairments.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Participate in volunteer work at a local hospital or home for the aged and observe their food practices.
—Prepare meals for a local geriatric resident who would profit from the social contact as well as from appropriate food.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Illness

OBJECTIVES:

HR —Analyze five situations when regular meals need to be changed to aid in recovery of a patient
CE and create a plan to make adaptations.

—Prepare and serve three meals—liquids, soft, and convalescent—that would be adapted from a regular family meal.

PRETEST:

—Plan changes in regular meals needed to aid the recovery of ill persons.

—Plan for the preparation and service of three meals—liquid, soft, and convalescent—that would be adapted from a regular family meal.

LEARNING STRATEGIES:

—Read references on food preparation for ill persons.

—Invite a hospital dietitian to discuss with the class the types of diets needed by ill persons.

—Simulate real life situations where persons required liquid, soft, and canvalescent diets. Identify the foods suitable for each.

—Identify the sources of help available to families who have to prepare special meals for ill persons in their care.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—With the aid and counsel of a local family, prepare and serve a meal to an ill person who would benefit from the visit as well as the food.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Weight Problem

OBJECTIVE:

SD —Create two menus and explain the differences using similar foods —one for a person
HR who needs to lose weight and the other for a person who needs to gain.

PRETEST:

—Create two menus and explain differences using similar foods—one for a person needs to lose weight and the other for a person who needs to gain.

LEARNING STRATEGIES:

—Read reference on weight problems in the United States and its relationship to various diseases, including heart disease.
—Discuss the problem of obesity in the United States. Refer to studies on the problem of obesity and suggest ways of curbing the problem.
—Identify the various diets available for people's choosing, including fad diets. Ask a doctor to discuss various diet control methods, either tape the conversation or ask the doctor to visit the classroom.
—Discuss what friends can do to aid others in weight reduction.
—Discuss with the school coach, the dietary needs of an athlete in training. Plan sample menus for him to look at and evaluate.
—List preparation methods that increase or decrease caloric value of the food being prepared.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Listen to a speaker from Weight Watchers or Tops. Analyze what makes these programs successful for many people.
—Listen to a career model or airline stewardess discuss figure control (listen for fad diets which may not recognize nutritional aspects of weight control).

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Impromptu Meals and Emergency Situations

OBJECTIVES:

HR —Plan an "emergency shelf" for unexpected guests or crisis situations.

CE —Create a plan to provide food in an emergency situation such as from a bomb, tornado, flood, or energy reduction.

PRETEST:

—Create a plan to provide nutritionally adequate food in an emergency situation such as would result from a bomb, tornado, flood, or energy reduction.

—List food items that could be on an emergency shelf for unexpected guests or emergency situations.

LEARNING STRATEGIES:

—From a discussion with a local unit of the National Guard or Red Cross, determine what an emergency situation such as a bomb, tornado, or flood is like.

—Based on what emergency situations are like, determine what food supplies would best serve the situation and where they would best be stored.

—Watch the newspaper for coverage of disasters and determine what is being done in regard to the people's food supply.

—Ask a local hostess to tell the class how she stays prepared for the food needs of unexpected guests.

—Identify ways in which energy may be conserved in food preparation and service.

POSTTEST:

—Ask the teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate the food shelves at home to see what would be suitable to serve to unexpected guests.

—As an FHA project, prepare baskets of food for local families who are facing crisis situations in which food would be appreciated.

LEVEL II

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Foreign Cookery

OBJECTIVE:

IR —Create and serve authentically three meals for friends or family using foods typical of three different countries.
HR
SD

PRETEST:

—Create plans for serving authentically three meals for friends or family using typical of three different countries.

LEARNING STRATEGIES:

—Using community residents, local college students, exchange students, or library resources and cookbooks, outline foods and customs of at least three countries other than the United States.
—Upon completion of the outlines, plan, prepare, and serve a meal typical of a specified country. Analyze the authenticity and skill of preparation and service.
—Discuss the influences of customs, traditions, travel, life styles, and values on eating patterns.
—Visit the foreign foods section of a supermarket to discover new foods and their cost.
—Visit a shop which specialized in party decorations using many themes including countries. Gain ideas for use with planned meals.
—List items and definitions common to other countries—example: luau, smorgasbord, continental breakfast.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—As an FHA program or class project, dine out in a restaurant which specialized in foreign foods.
—Several classmates plan and present a program on foreign cookery in elementary classroom.
—Exchange foreign food recipes with other class members, noting the country of origin.
—Practice foreign food preparation of family members, noting their reactions and your skill in preparation.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Outdoor Cookery

OBJECTIVE:

HR —Analyze cost, equipment needs, service, time, and energy requirements for outdoor cookery
CE as compared to meals cooked inside.
IR

PRETEST:

—Analyze cost, equipment needs, service, time, and energy requirements for outdoor cookery as compared to meals cooked inside.

LEARNING STRATEGIES:

—Read reference on outdoor cookery. List those items for which you need to secure more information. Obtain assistance.
—Discuss advantages of outdoor picnics and outdoor cookery.
—Evaluate a display of outdoor cooking equipment either by use of pictures or through equipment supplied by local utility companies.
—List techniques which result in successful outdoor cooking.
—Plan and prepare an outdoor meal for classmates or family. Identify any special equipment needed and evaluate the results of the experience.
—Make available to classmates several recipes adapted to outdoor cooking.
—Determine the safety precautions that need to be observed in preserving the wholesomeness of food transported to and prepared outside.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—At home plan, prepare, and serve a cook-out for family and guests. Include plans for service and aesthetic appreciation of the meal. Report the results.
—Research the history of outdoor cooking.
—Plan an FHA outing to include a meal prepared out-of-doors. Include unusual recipes that demonstrate creativity in menu planning.

LEVEL II

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: PERSONAL COMMUNICATIONS FOR THE DUAL ROLE

CONCEPT: Dual Role Wardrobe

OBJECTIVES:

SD —Identify your dual role and choose an appropriate wardrobe to meet your needs.
IR —Recognize that first impressions play an important part in the dual role.
—Determine the factors that influence grooming decisions for the dual role.

PRETEST:

- —Identify your dual role and choose an appropriate wardrobe to meet your needs.
- —Recognize that first impressions play an important part in the dual role.
- —Determine the factors that influence grooming decisions for the dual role.

LEARNING STRATEGIES:

- —View filmstrip related to "Consumer Clothing".
- —Read selected references on wardrobe planning in relation to dual role.
- —Cut and paste a wardrobe for a dual role occupation. Be able to explain why you made this decision.
- —Participate in a buzz session. The class has been divided into two groups. One group designates an occupation as the other group answers with the correct clothing for that occupation.
- —Develop questions concerning grooming and grooming services as they are affected by the dual role.
- —View flashcard pictures of people to stimulate student response to first impressions. First impressions communicate:
  - —sex
  - —age
  - —occupation
  - —social-economic status
  - —relationship to opposite sex
  - —group membership
  - —attitudes, interests, values
  - —mood
  - —personality
  - —stereotypes
- —With the help of two or three of your classmates, show how many different changes you can make in one basic dress by changing accessories.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:

- —Prepare bulletin board display showing wardrobe plans for various roles. Display in lobby or other area of school.
- —Explain how clothing can help a person to make adjustments when changing from one role to another and to attain success in that new role.
- —Compare cost of wardrobe for two selected occupations.
- —Create a diary of daily activities for dual roles over a specified period of time. Identify individual clothing needs.

LEVEL II

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSUMER SATISFACTION THROUGH CARE OF CLOTHING

CONCEPT: Successful Clothing Care

OBJECTIVES:
SD —List six correct laundry procedures.
CE —List ten general directions for hand laundry.
—Demonstrate removal of three stains requiring special treatment before laundry.
—List five factors to consider when selecting and using laundry aids.
—Demonstrate a test for determining the hardness of water.

PRETEST:
—List six correct laundry procedures.
—List ten general directions for hand laundry.
—Show your teacher you can demonstrate removal of three stains requiring special treatment before laundry.
—List five factors to consider when selecting and using laundry aids.
—Show your teacher you can demonstrate a test for determining the hardness of water.

LEARNING STRATEGIES:
—Read selected references on laundry.
—View filmstrips on laundry.
—Watch demonstration on proper laundry procedures.
—Bring water samples and test for hardness to determine factors necessary in purchasing laundry supplies.
—Listen to a specialist from a water conditioning plant to demonstrate the value of their services in relation to various aspects of water.
—Take field trip to a commercial laundry and/or dry cleaning establishment to observe equipment and clothing care processes. Inquire about employment opportunities.
—Determine the laundry facilities available within the community: home, commercial, laundromat. Compare these possibilities taking into consideration: cost, convenience, time, energy, results, and management.
—Develop a list of suggested daily clothing care routines and discuss how these routines affect the way clothing looks when worn, the length of wear and the cost of maintenance. Take a poll to find out how many of these suggested routines are observed by individual class members. Evaluate the results of the poll and make recommendations for improvement.
—Bring in packages, containers and labels from laundry care aids. Evaluate each from a checklist according to: efficiency, cost, time and consumer information found on container. Arrange the products according to the following classification: detergents, soaps, enzyme presoaks, enzyme detergents, chlorine bleaches, oxygen bleaches, cold water detergents, laundry aids for delicate fabrics, water softeners, and fabric softeners.
—Make a chart or a file of index cards on how to remove stains.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a comparison of available conventional washers, automatic washers, dryers, and combinations. Consider washing cycles, controls, amount of water used, expense, and appearance.

—Find reports on a number of laundry aids in recent issues of **Consumer Reports**; determine the conditions under which each is needed.

—Research ironing techniques and demonstrate to class.

LEVEL II

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: BASIC CONSTRUCTION FOR LEVEL II

CONCEPT: Techniques for Present Day Fabrics

OBJECTIVES:

SD —Recognize the names of twelve fabrics from a given list of fifteen that require three or more special construction techniques

—Choose five fabric swatches from selected fabrics and identify special construction techniques required for:

Pattern selection
Required notions
Fabric preparation
Pattern layout
Marking
Hand and/or machine stitching
Pressing
Seam and hem finishe

—Select one pattern, required fabric and notions for a project to be made in class.

—Construct one garment which will demonstrate, according to standards predetermined by the class, new or imporved skills in the following construction techniques:

Collars
Interfacing
Sleeves
Zippers

—Evaluate constructed garment for workmanship standards as predetermined by the class.

PRETEST:

—Circle the names of twelve fabrics from a given list of fifteen that require three or more special construction techniques.

—Choose five fabric swatches from selected fabrics and identify special construction techniques required for:

Pattern selection
Required notions
Fabric preparation
Pattern layout
Marking
Hand and/or machine stitching
Pressing
Seam and hem finishes

—Complete a practical test by making a shopping list for class project. Include:

Name of pattern and number
Pattern style and size
Necessary notions

—Not applicable until construction of garment is complete.

—Participate in class discussion to approve of a form to be used for evaluation of completed garment.

LEARNING STRATEGIES:

—After reading references giving information about "special fabrics," discuss characteristics of fabrics that dictate special handling during construction.

—View audio-visual aids that illustrate special handling techniques.

—View demonstrations showing special tech-niques for performing various construction processes using specific fabrics.

—Identify and label five fabric swatches, then choose appro-priate techniques for construction as stated in the second objective.

—Review objectives in Floating Basic Construction Concepts as need is indicated by pretest.

—Observe demonstrations and audio-visual aids to obtain information on step-by-step procedures for construction techniques.

—Following oral and written instructions, construct a garment which will demonstrate, according to class standards, new and improved skills.

—Evaluate constructed garment for workmanship standards as predetermined by the class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Select a pattern and/or fabric that will present a challenge for your knowledge and skills in clothing construction.

—Construct a household article or garment.

—**Recycling Project;** Plan and execute recycling projects appropriate to skill and experience. Examples of a recycling project are:

Before	**After**
Banquet linen tablecloth	Card table cloths, place mats, napkins
Culottes	Skirt
Sleeved sweater	Sleeveless sweater
Turtleneck sweater	Vest
Bedspread	Wall hanging
Adult garment	Child's garment

—Construct articles for service organizations using the "assembly line construction process".

—Teach small children or adults to use the sewing machine. (Example: Girl Scouts)

—Collect samples of contemporary fabrics and practice different types of construction techniques, such as buttonholes, on each. Make comparisons and evaluate results.

—Develop a plan for and make a creative project from scraps or remnants using the attachments and automatic features of the sewing machine.

—Show creativity in design with materials by constructing an article that adds a decorative touch to the home. (Examples are: wall hanging, rug, pictures, etc.)

—Present a style show for elementary school children.

—Prepare exhibits for fairs and for shopping centers or malls.

LEVEL II

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING HORIZONS

CONCEPT: Housing Selection

OBJECTIVE:

LS —Recognize a minimum of six housing alternatives and comprehend how the choice of housing alternatives is related to life style and life cycle.

PRETEST:

—Describe six types of housing available to families and individuals and indicate how the life style and life cycle may influence housing selection.

LEARNING STRATEGIES:

—Read references on life styles and life cycles.

—Define family life cycle. Identify the stages in the family cycle. Discuss characteristics of each of the stages of the life cycle. Identify various life styles.

—Use checklist on individual preferences to help identify personal values related to housing.

—Review the stages in the family life cycle and the housing needs of each. Select a picture representing appropriate housing for given family situations at various stages of the family life cycle.

—Read references on housing types available today and those anticipated for the future.

—Collect pictures of at least six types of housing. Mount and identify in a notebook or on a poster. Discuss with class why people choose a particular type of housing.

—Determine what types of housing are available in the community. Compare differences in cost, location, type of furnishings and other factors.

—Interview persons living in various types of housing to find out why they chose to live in their present housing. What factors did they consider in selecting a place to live? How did environmental factors influence their selection?

—List environmental factors that influence choices—examples: schools, churches, parks, shopping centers, hospitals, other community resources as well as personal resources.

—Consider the effect on housing needs for the following situations:

Grandmother joins the family
Wage earner takes a job out of town
Addition of a new baby

—View pictures of the exterior and interior of a specific family's housing on an opaque projector. Discuss the following questions: What kind of family do you think lives here? Why do you think it has these characteristics? What do you think are some of their values? Give some evidences for your answers. Describe the values, goals and standards it illustrates. Predict ways minor changes may alter the values, goals and standards expressed.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write an essay titled "This Is Me" describing your tastes and preferences in housing. You may include pictures to help you describe what you are saying.

—Work in groups to choose housing suitable for one stage in the family life cycle. Share plans with class without divulging the stage for which it was intended. Let the class point out characteristics of the plans that suggest the stage for which it is best suited.

—Keep an "Idea Book" of ways to change homes to meet needs of family members. Get ideas from community housing, neighborhood housing, magazines, and newspaper articles.

—Make a bulletin board using pictures selected by class members or use essays on "This Is Me." Why do our tastes and preferences differ? Suggested title: "INDIVIDUAL TASTES AND PREFERENCES."

—Prepare a bulletin board; show proportionately sized pie-shaped wedges representing the stages of the family life cycle. Connect each wedge to a picture showing characteristics of that stage which affect family housing needs. Suggested title "THERE'S MORE THAN ONE SPOKE IN A WHEEL."

—Construct a bulletin board titled "OPEN THE STAGE DOORS." Fold construction paper so it can be turned back to reveal pictures of housing which may be typical of various stages of the family life cycle. Mark each "door" with a keyhole or window to convey the idea of an entranceway.

LEVEL II

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING HORIZONS

CONCEPT: Consumerism In Housing

OBJECTIVE:
CE —Analyze the legal procedures and cost of buying or renting a home for the family.

PRETEST:

—Given a list of legal terms, define 80% correctly. Given a case study, determine the costs of renting versus buying.

LEARNING STRATEGIES:

—Interview adults to determine their attitudes toward renting or buying. Tabulate the results and report to the class.
—Listen to a resource person such as an apartment manager or real estate agent explain the following: specific legal forms of obligation to be signed by tenant; specific obligations of the landlord; and financial aspects of renting such as deposit, first and last months' rent, and any special requirements.
—Read references on renting and buying property.
—Identify terms found in leases by examining sample copies.
—Use study sheet to define terms.
—Fill out sample lease form to discover responsibilities and privileges in renting housing.
—Study definitions of terms related to home ownership.
—Work crossword puzzle on terms.
—Find pictures or ads of different house styles in different price levels.
—Listen to a bank loan officer or a realtor discuss expenses of home ownership using the following topics: steps in purchasing housing; advantages and disadvantages of various sources of credit for financing purchase of housing; similarities and differences in types of mortgage loans; steps in obtaining a mortgage; alternatives to be considered when selecting a mortgage; and the effect of mortgage terms on the total cost of housing.
—From a box, draw a card indicating a stage of the family life cycle, which you and one or two others may represent. Then discuss this stage from two points of view: it could be better to rent during this stage of the family cycle; it would be better to own during this stage of the family cycle. In your presentation include points related to such major concerns as leisure activities, costs of educational activities, health needs and meeting unexpected expenditures.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—From an exhibit of pictures of all kinds of homes, discuss the advantages and disadvantages of renting these homes if you were:

A single career person
Two single career people wanting to share expenses
A young recently married couple
A young married couple with a new baby
A young married couple with a three-year old child

—Read classified ads and determine the range of rent and purchase costs of different types of housing in your community. Report to the class.

LEVEL II

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING HORIZONS

CONCEPT: Selection Of Furnishings

OBJECTIVE:

LS —Develop ten guidelines for selection of furnishings and evaluate in relation to life style and
CE life cycle of a family.

PRETEST:

—List ten guidelines for the selection of a piece of furniture and evaluate in relation to life style and life cycle of a given family.

LEARNING STRATEGIES:

—Read references on furniture selection.

—List factors that influence the selection of furniture such as personal taste, family resources, size of family, stage in family cycle, activities of family members, social status, tradition and values. Give examples of how each factor may influence furniture selection based on your readings, experiences and ideas.

—List questions one might ask in making furniture selections. Include questions such as: Will it fit the purposes for which it is intended? Is its quality appropriate for its use? Will it fit the interior design of the room?

—Define terms related to construction of wood, upholstered, plastic and other furniture.

—Take a field trip to a furniture store or invite a furniture salesman to explain features of durable, well-constructed furniture. Use real items or pictures to illustrate the characteristics of quality furniture.

—View examples of a filmstrip from a furniture manufacturer to demonstrate the use of different kinds of wood, veneers, and other materials, and to show construction points, such as dovetailing, glue blocks, center guides on drawers and dust proof panels.

—Suppose you were to obtain $100 that could be spent for furniture. Determine one piece of furniture you would buy. Why would you choose this piece? Report to the class and explain how it would add comfort, function, and appearance to the home. How much would it cost? Would this piece be used for a long time or only a short while? How does this influence the quality selected? Outline the factors that influence the quality of furniture one may select.

—Discuss how the amount and kind of care required would influence the selection of furnishings.

—Participate in a "popcorn" session to list reasons for the proper care of furniture.

—Locate information on the proper care of furniture to preserve its beauty and prolong its years of service. Share sources of information with the class.

—Interview a furniture dealer for procedures to use in caring for furniture. Describe general rules to class members.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write to furniture companies, extension services, or the government printing office for bulletins on quality features in furniture. Write a report on at least three of the bulletins.

—Follow instructions from furniture manufacturer's bulletins to demonstrate proper methods of caring for furniture in the homemaking department.

—Volunteer to care for specific pieces of furniture in your home. Use proper techniques. Keep a written record of what you do.

—Help plan the purchase or renovation of a piece of furniture for your home. Share your project with the class.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING HORIZONS

CONCEPT: **Selection Of Equipment**

OBJECTIVE:
LS —Develop a minimum of seven guidelines for selection of equipment and evaluate in relation
CE to life style and life cycle of a family.

PRETEST:

—List seven guidelines for the selection of a piece of equipment and evaluate in relation to life style and life cycle of a given family.

LEARNING STRATEGIES:

—Read references on buying equipment.

—List factors that influence family equipment needs—examples: values, goals standards, resources, family composition, patterns of living, materials used in home, and mobility of family.

—Make two lists of equipment such as "essential" and "nice to have." Work in groups to figure costs for equipment listed.

—Discuss the following questions: Why is it important to use and care for equipment properly? Why is buying equipment a long term investment? How may proper use and care make it last longer?

—Make a list of safety factors to remember when using and caring for a specific piece of equipment.

—Using ads and catalogues, compare the differences in cost of various features on small appliances and large equipment—examples: waffle iron with grill versus one with only grids or a top of the line washer as compared with a standard model.

—Define terms related to equipment study.

—If you were buying a range, a refrigerator, a washer, a dishwasher and a food disposer, indicate four features you would check for in each. Assemble folders from manufacturers and study these as well as observing the actual equipment in stores before listing these features.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a department store to find examples of equipment for the home. Observe information available to the purchaser at the point of sale such as hang tag and descriptive literature. Consider these questions: Will there be any information provided at time of purchase? Is there a seal of approval? What does the seal indicate? Where may the consumer locate additional information on use and care of equipment? Bring a report to the class.

—Brainstorm to list simple repairs which one may make on household equipment such as repairing an electrical cord, replacing fan belt on air conditioner and touching up chipped paint.

—Develop a buying guide in the form of a chart which will help in the selection of equipment.

LEVEL II

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING HORIZON

CONCEPT: Arrangement Of Furnishings

OBJECTIVE:
HR —Demonstrate the arrangement of furnishings using the elements and principles of design.
SD

PRETEST:
—Arrange furnishings in a specified amount of space using the elements and principles of design.

LEARNING STRATEGIES:
—Read references relating to furniture arrangement.
—Review furniture arrangement rules. Find pictures and floor plans which are in accord with these rules.
—Use study sheet on furniture arrangement.
—Following rules for furniture arrangement, place furniture cutouts on a specified floor plan.
—Participate in a "popcorn" session to list accessories such as pictures, lamps, and vases.
—Discuss the use of design principles in the basic design of accessories.
—Working in groups, use a collection of accessories to make an arrangement based on each principle of design.
—Determine which design principles were used in various arrangements of accessories set up by the teacher.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Using the rules for furniture arrangement, rearrange the furniture in one room of your home. Report the results to the class.
—Using the principles of design, make accessories for the home which involve little or no cost—examples: pencil holders from empty cans, waste baskets made from commercial ice cream cartons, mobiles, decorative wall hangings and decorative pillows.
—Create an attractive arrangement of accessories for a given situation. Tell how you applied the principles of design. Invite class members to analyze your arrangement and make suggestions for improvement if necessary.
—Develop a bulletin board; mount pictures to show the power of color—example: how it can change the apparent size and feeling of a room or a piece of furniture.

LEVELS III & IV

Only Suggested for Grades 11 & 12

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

OVERALL COMPENTENCY:

—Given a real or simulated situation, the student will appraise resources upon judging the effect of values and goals and develop organizational patterns for life's chosen roles.

UNIT TITLE: ECONOMICS FOR THE DUAL ROLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze the basic components and interactions within the economic system in order to fulfill the roles, rights and responsibilities of consumer, citizen, and worker more effectively.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SELF-CONCEPT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will appraise himself as a sexual being in terms of individual needs and wants, goals and values, and multiple roles as he makes decisions about interpersonal relationships, life style and career.

UNIT TITLE: PREPARATION FOR MARRIAGE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize factors to consider in mate choice, identify the real purpose of the engagement period, determine reasons for marriage laws and customs in his society and choose appropriate procedures for planning a wedding.

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize areas of adjustment in married life throughout the family-life cycle, know sources of professional help, the responsibilities and rewards of parenthood and be aware of positive methods of discipline.

CHILD DEVELOPMENT

UNIT TITLE: CULTURE, SOCIETY, AND THE CHILD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze a variety of life styles and parenthood patterns which are acceptable for rearing healthy children in our society.

UNIT TITLE: YOU AS A PARENT: PRENATAL

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will explain the process of birth, including types of delivery, stages of labor, and care of the newborn.

UNIT TITLE: YOU AS A PARENT: CHILDBIRTH

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will understand and explain the process of birth, including types of delivery, stages of labor, and the care of the newborn.

UNIT TITLE: YOU AS A PARENT: POSTNATAL

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will judge adequate physical and emotional care needed for the newborn so he will develop a feeling of security and well-being.

UNIT TITLE: YOU AS A PARENT: FIRST YEAR

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will evaluate the principles of growth and development and identify the procedures for meeting the physical, social and emotional, and intellectual needs of the child in the first year.

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will evaluate the physical, mental, and emotional and social growth patterns of the child from 1 to 6 and judge ways of providing the environment that will stimulate optimum individual growth.

UNIT TITLE: THE SCHOOL-AGE CHILD (6-12)

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will apply the laws of growth and development to the school-age child and can analyze the major influences on the development of character.

UNIT TITLE: INTERACTION BETWEEN FAMILIES AND/OR INDIVIDUALS AND COMMUNITY AGENCIES

OVERALL COMPETENCY:

—Given a real or simulated situation the student will be able to judge the quality of child care agencies and individuals who supplement parental care of the child.

UNIT TITLE: WORKING WITH PRESCHOOL CHILDREN

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will evaluate a preschool care center, teachers involved, techniques of teaching, and school activities.

FOODS AND NUTRITION

UNIT TITLE: NUTRITIONAL EMPHASIS IN DIFFERENT LIFE STYLES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze nutritional benefits of foods and select those items that meet health needs of individuals in a variety of life styles.

UNIT TITLE: FOODS FOR SPECIAL SITUATIONS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop plans and produce food for special situations.

UNIT TITLE: FOOD FOR ALL PHASES OF THE LIFE CYCLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will evaluate and prepare food to meet the variety of needs for all phases of the life cycle.

UNIT TITLE: SCIENTIFIC AND EXPERIMENTAL ASPECTS OF FOOD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will determine scientific principles of food preparation by experimenting with foods and evaluating current trends in technology.

UNIT TITLE: CULTURAL, SOCIAL AND AESTHETIC VALUES OF FOOD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will appraise cultural, social and aesthetic values of food and determine practices for individual life styles.

UNIT TITLE: FOODS IN TODAY'S ECONOMY

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will appraise the possibilities of low cost cooking and the influences the consumer has on the market and the market on the consumer.

UNIT TITLE: EQUIPMENT SELECTION, USE AND CARE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will appraise current trends in equipment available for food preparation, storage, and service and will select use and care for items acceptable for the situation.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: LANGUAGE OF FASHION

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will realize the historical influence of fashions on the basic designs of today.

UNIT TITLE: CLOTHING CONSTRUCTION AS CREATIVE EXPRESSION

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize that clothing construction as a creative expression provides opportunities to develop increased knowledge and skills in the use of the sewing machine, sewing equipment and basic construction techniques.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will be able to analyze housing alternatives in relation to needs and compare the legal procedures and costs of renting or buying a home which is planned and constructed to satisfy values, goals and standards at a given period in the family life cycle.

UNIT TITLE: DECORATING THE HOME

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will be able to demonstrate ability to select furnishings employing the elements and principles of design and to plan the arrangement of furniture and accessories for convenience, comfort and beauty.

UNIT TITLE: HOUSEHOLD EQUIPMENT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will be able to compile adequate information to aid in buying, using and caring for household equipment.

UNIT TITLE: MAINTENANCE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will be able to plan for regular and periodic home maintenance to meet the changing needs of the family's life style and life cycle.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Multiple Roles

OBJECTIVE:

LS —Construct a job analysis of two families with different life styles in which there is represented
IR a variety of stages in the life cycle: evaluate and explain the effectiveness of each member.

PRETEST:

—Construct a job analysis of two families with different life styles in which there is represented a variety of stages in the life cycle evaluate and explain the effectiveness of each member.

LEARNING STRATEGIES:

—Refer to reading lists on life styles and cycles.
—Discuss with other classmates the possible roles of women and their place in society as multi-role contributors. Discuss types of income—real and psychic.
—Keep a record of time spent on school work, household duties, community activities, personal activities and the roles played in each activity. Evaluate in the light of contribution to family and community. Compare with a friend and report results to class.
—Select two families with different life cycles represented. Explain and evaluate the effectiveness of each member. Report to group.
—Make a poster illustrating all life cycles and roles in your family and compare it to someone else in your class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compare services rendered by family members from different families in your community. Report to class.
—Discuss the monetary value of each of the following roles: cook, nurse, chauffeur, cleaning person, gas station attendant and laundry aide. What is the monetary value of each of these services at home as well as that done outside the home.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:

—Determine at least three short term and three long term goals and interpret at least three influences upon each.

PRETEST:

—Use the given case study to determine at least three short term and three long term goals and interpret at least three influences upon each.

LEARNING STRATEGIES:

—Refer to selected readings and visuals on values and goals.

—Compare five of your present goals with what they may be five years from now. Analyze different resources needed for short term vs. long term goals.

—Suppose you were traveling to Mars to live. You may take one small suitcase of personal items, other than the clothes which will be provided. Make a list of at least ten items you would take. Discuss how your values and goals influenced your selection.

—Role play—a family argues about "taking a handout, accepting charity;" a young couple disagrees about "practical" and "impractical" gifts; or a father and son have different views of how "responsible" the son is in money matters.

—Dramatize the following: A family setting up goals for spending, an engaged couple establishing goals for married life or a family deciding which of several goals will have top priority.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Keep a diary or log of changes in attitudes and values for one month and analyze why these changes have occurred.

—Analyze different careers as one's future life work. Will values and attitudes have to be changed to hold any of these jobs?

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:
LS —Determine in at least three cases how different types of life styles affect and are affected by
SD individual values and goals.

PRETEST:

—Analyze three cases showing how different stages in the life cycle and different types of life affect and are affected by individual values and goals.

LEARNING STRATEGIES:

—Obtain unfinished sentence form from teacher. Complete and compare answers with other class members. Identify factors which influence the different responses.

—Develop a questionnaire on family values. Ask members of your family questions such as:
What are the most important things to the family?
Why are these things important?
How does what the family thinks is important affect individual family members?

—Ask teacher for "Value Voting" study sheet. Use the checklist for various styles and cycles and analyze why people feel the way they do.

—Ask teacher for the game "Time's Running Out" and complete and discuss priorities with your classmates.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a skit on several life styles using puppets to illustrate the life styles and values which are a part of them.

—Analyze three different careers as one's future work. Will values need to be changed to hold any of these careers?

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Values And Goals

OBJECTIVE:
IR —Analyze how values and goals differ for three different ethnic groups as a result of economic
HR background, environment, philosophical and religious beliefs.

PRETEST:

—Given a case study, analyze how values and goals differ for three different ethnic groups as a result of economic background, environment, philosophical and religious beliefs.

LEARNING STRATEGIES:

—Read selected resources on the characteristics of one foreign country and its people. Report to class on your feelings of how their enviornment affected personal values and goals.

—Listen to a panel of foreign exchange students discuss values and goals of individuals and families of their country. Analyze reasons for their similarities and differences.

—Evaluate the sound tracks or read "West Side Story" and "Lady Sings the Blues" looking at environmental, economic, religious and philosophical reasons for different values and goals of the ethnic groups represented.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read and report to the teacher on "The Soul Brother and Sister Lou," a story of young Blacks in a northern ghetto.

—Read and report on **Jonathan Livingston Seagull** and evaluate the philosophy of work in the story.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: **Values And Goals**

OBJECTIVE:

SD —Describe at least three characteristics which demonstrate high tolerance of the values of
IR others without compromising personal principles.

PRETEST:

—Describe at least three characteristics which demonstrate high tolerance of the values of others without compromising personal principles.

LEARNING STRATEGIES:

—Ask teacher for the game "Resent-Demand-Tolerate" from the teacher. Complete the study sheet.

—Make a list of five opinions with which you disagree. Write a paragraph about your reasons for disagreement. Ask another student to read your paragraphs and circle any statements which show poor tolerance of other opinions and underline those which show high tolerance. Discuss whether you agree with their rating.

—Write about a person you know well whom you "can't stand." Evaluate your reasons for disliking the person. Determine how you can tolerate or "live with" those things you dislike without losing your own values.

—Interview a husband or wife about personal characteristics and values which they have found require tolerance on each other's part.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Conduct a survey of two groups of people, teenagers and adults, asking questions designed to find their level of tolerance. Compare answers of the two groups. Which were more tolerant?

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Management Of Resources

OBJECTIVE:

HR —Identify five human or non-human resources and describe how each would fulfill the goals of the individual in various life styles and cycles.
LS
SD

PRETEST:

—Identify five human or non-human resources and decide how each would fulfill the goals of the individual in various life styles and cycles.

LEARNING STRATEGIES:

—Read selected resources on management of resources.
—Define resources.
—Work with a small group to list all resources that are employed within the classroom to reach goals set for the class period.
—Identify resources used within a given time, such as getting ready for a ball game, eating lunch, giving a party and determine whether resources could be used more wisely.
—Debate: A family's level of living is chiefly determined by size of income vs. a family's level of living is chiefly determined by values and goals.
—Research two people whom you admire. Determine their human and non-human resources and how they have used them to reach the position they hold.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write and present skits which show the importance of human resources in good interpersonal relationships.
—Search the literature, review TV shows for types of resources possessed by successful and unsuccessful persons.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Management Of Resources

OBJECTIVES:

HR —Analyze at least three job related activities and three home related activities using time
SD and motion techniques and establish one goal for increased production and efficiency of each.

—Describe the management process and explain four ways it can help people meet the needs and wants within limited resources.

PRETEST:

—Analyze at least three job related activities and three home related activities using time and motion techniques and establish one goal for increased production and efficiency of each.

—Describe the management process and explain four ways it can help people meet the needs and wants within limited resources.

LEARNING STRATEGIES:

—Answer the following questions about efficiency:

Is it necessary?—What is your opinion about efficiency?
Is it good? —Is it important to you?
Does it save time?

—Read selected information on management steps, processes and time and motion study techniques.

—Do a time-motion study of three home related activities such as washing windows, ironing, baking a cake. Report after analyzing to see if increased efficiency and/or production can be achieved. Report the results to teacher. How would a change in resources available affect the job?

—Do a time-motion study of three situations associated with a job you have or are interested in securing. Analyze and report for increased production and efficiency. How would a reasonable change in resources affect the job?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research a job which was done by man but has been taken over by machines. Determine reasons for changing to machine production.

—Analyze the steps in a job considering how it could be accomplished by someone who was handicapped physically. Write out the directions for someone.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Decision-Making

OBJECTIVE:

HR
SD —Verbalize the steps of the decision-making process by solving at least four problem situations.

PRETEST:

—List the steps of the decision-making process by solving at least four problem situations.

LEARNING STRATEGIES:

—Read and study visuals about the decision-making process.

—Develop a lesson plan for fellow classmates on the decision-making process. Establish the desired outcomes. Plan the class activities for the lesson. Collect necessary resources, teach the lesson or unit.

—Play decision-making games asking questions: What changes would you make in your decision? Ask teacher for game instructions.

—List four future purchases and make a list of advantages and disadvantages of buying each item.

—Prepare a bulletin board containing pictures of different objects. Then list in two columns—those considered good buys and those considered poor buys. Explain why.

POSTTEST:

—Ask teacher for the posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a play on improving the use of the decision-making process.

—Role play situations where decisions must be made concerning activities in F.H.A., home and community.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF CONSUMER EDUCATION

CONCEPT: Decision-Making

OBJECTIVE:

SD —Analyze three situations which display high self-organization and motivation; compare with
HR three situations which display task avoidance.

PRETEST:

—Analyze on paper three situations which display high self-organization and self-motivation and compare them to three situations which display avoidance of an activity.

LEARNING STRATEGIES:

—Read suggested references on self-organization and motivation.

—Describe any situation which may show high self-motivation or task avoidance. Explain why.

—List on the board tasks you like. Ask, what do you find yourself doing in order to avoid the tasks you dislike to do? What techniques motivate you to get going? Does a verbal or written announcement of a time limit commit you to disliked tasks? Skits may be used to demonstrate answers to questions.

—Discuss how an understanding of self-avoidance techniques might bring change or acceptance of present organizational patterns.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Analyze disliked activities to discover reasons causing the dislike. Revise or substitute to create a more acceptable plan.

—Reassess two jobs done in the classroom, at home or in the community and determine how well the job was done and if you were self-motivated.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: MANAGEMENT OF LIFE STYLES AND CYCLES

CONCEPT: Decision-Making

OBJECTIVE:
HR —Identify three crises and explain four factors for each which would cause the crises to be
IR less tragic.

PRETEST:
—List three crises and explain four factors for each which would cause the crises to be less tragic.

LEARNING STRATEGIES:
—Read selected references on crises situations.
—Present a skit showing a newly married couple buying an item on impulse compared to using the decision-making process.
—A babysitter finds a small child eating poison. What are three factors that might have caused the crisis to be less tragic?
—Explain four factors which would cause the crisis of a loss of your job due to absenteeism to be less tragic.

QUEST, IEE AND FHA SUGGESTIONS:
—Prepare a plan of action which would help your family if your house were to burn to the ground.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: **MANAGEMENT OF LIFE STYLES AND CYCLES**

CONCEPT: **Decision-Making**

OBJECTIVE:

IR —Arrange for check points in a group plan in order to recognize and generate changes from
HR the original or traditional procedure.

PRETEST:

—Arrange for check points in group plans in order to recognize and generate changes from the original or traditional procedures.

LEARNING STRATEGIES:

—Make a chart for the bulletin board of the various steps of the decision-making process.

—Ask the teacher for case studies with problem situations and solve problems using the process learned.

—Select decisions which you make regularly, but which could be managed more effectively and apply the decision-making process to this problem. Evaluate and compare to previous decisions. Example-TV watching-time and study time, or method of cleaning your room.

—Dramatize in one minute skits such topics as: mother telling daughter what job she is to do. Babysitter giving choices to children rather than telling them what to do. Ask the viewers how they would arrange for check points to generate changes in these procedures?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Role play situations where decision-making must be done concerning activities in FHA, classroom and community.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: **DUAL ROLE ECONOMICS**

CONCEPT: **Economic System**

OBJECTIVE:

CE —Explain at least five effects of economic decisions on the individual, the family, the com-
IR munity and the society.

PRETEST:

—Give an example of an economic decision and explain at least five effects on the individual, the family, the community and the society.

LEARNING STRATEGIES:

—Use selected references and/or visuals concerning the market system, roles of consumer, business and government in the economy and aggregate consumer influences.

—From a chance jar, work in small groups and pull papers with different products listed on them. List all the jobs created through the production of the product. Report to the class. Then list all the jobs or duties of members in the family. Compare interdependency of economy on a large scale to the family on a small scale.

—Bring in newspaper and magazine articles on economic policies and issues which would affect consumers. Discuss the possible effects of such decisions in a small group.

—With another student, prepare a diagram, skit, or other idea to present to the class, answering the following questions: What happens when a person buys a pack of gum? Does it shake a chicle tree?

—Play "Chain Reaction" with a group of students. One student should represent each of the following: family, aggregate consumers, business, government and community. One person should begin the chain by stating an economic decision he made and explain its effect upon him. Each student then explains how the same decision would affect his assumed role. Students should change roles in succeeding rounds.

—Select a specific product you would like to buy and trace it from first stages of production to the consumer. List and discuss the various processes it goes through and the services involved in getting the product to the consumer. Develop a chart, diagram or mobile to show the class how production of this product affects other people or segments of society.

—With another student, research and present to the class a debate: "The consumer is king in the marketplace."

—Analyze the following questions as they would affect other segments in the circular flow:

consumers increased their demand for goods and services
private business decreased its purchase of productive resources
consumers decreased their demand for government services
consumers increased their total savings

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Do a research paper concerning how government policies on spending and taxing can affect individuals and businesses.

—Explore and present to the class a report about the importance of private property, competition, profits and prices in the U. S. economic system. Discuss how they affect individuals, business and government.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Economic System

OBJECTIVE:
CE —Define at least four characteristics and goals of the economic system.

PRETEST:
—Define at least four characteristics and goals of the economic system.

LEARNING STRATEGIES:
—Use selected references and/or visuals concerning goals and characteristics of the economic system.
—Work in a small group of students to determine which one or more of the economic goals—efficiency, growth, stability, freedom or justice—you believe are being sought by an individual through each of the actions or decisions listed:
purchases an insurance policy
shops in various stores for groceries
takes a course related to his occupation
invests part of his savings in stocks and part in bonds
announces that all employees shall be eligible to participate in his company's pension plan
votes affirmatively on a bond issue for improving the sewage system
—Participate in a panel discussion illustrating how families incorporate goals and characteristics of the economic system in their life styles. Use the following as a guide:
private ownership
competition
profit motive
full employment
growth
market system
—Play the "Market Game", ask teacher for directions.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Find out what people know and believe about the American economy. Inquire what the essential features and characteristics of the American economy are from five students who are not taking the course, five teachers in your school, five neighbors in the community who work in stores or factories and five persons who own or manage a business enterprise. Prepare a report in outline form, omitting the names of the people you interviewed, in which you give the composite ideas that each person of the four has about the American economy.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Economic System

OBJECTIVE:
CE —Develop and describe a model of the circular nature of the economy, including the roles
IR which individuals perform within the flow.

PRETEST:

—Develop and describe a model of the circular nature of the economy, including the roles which individuals perform within the flow.

LEARNING STRATEGIES:

—Use selected references and/or visuals concerning the circular flow, roles of economic man—consumer, worker, citizen.

—Work in a small group and brainstorm activities which you do in each of the following roles: consumer, citizen, worker. Discuss how these activities would affect others.

—Discuss or role play the effect of fashion change or fashion cycle.

—Diagram a flow to explain how the flow of specific goods operates:
purchasing textile yard goods
purchasing meat products
purchasing a car

—Based upon your readings, develop a model or diagram of the circular flow, indicating where your roles as an economic man (consumer, citizen and worker) would be included.

—Discuss with the teacher the concept of dual role. Then trace the effects of dual role activities on other segments or activities in the circular flow, for example:

work as a teacher	hire a babysitter, cleaning lady
need to buy more clothes	transportation costs are greater
buy more convenience foods	eat out more often

—Bring in newspaper and magazine articles about current economic issues. Divide into four groups representing consumers, business, labor and government. Each group must defend its new point in relation to the issues and explain how it affects other segments of the economy.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Find newspaper articles which show how the role of government relates to the home and family.

—Talk to buyers in various department stores to find out how consumer choice affects their selection of goods.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Economic System

OBJECTIVE:

CE —Explain at least one example of how each of the following factors influence the price of a product and the wages earned; supply and demand, government policies, inflation and costs of production.

POSTTEST:

—Explain at least one example of how each of the following factors influence the price of a product and the wages earned; supply and demand, government policies, inflation and costs of production.

LEARNING STRATEGIES:

—Use selected references and/or visual concerning price determination, supply and demand, government policies, inflation and costs of production.

—Design an illustration that shows some of the costs which would be involved in producing and selling a pencil.

—Interview businessmen in the community as to how the following factors affect prices of goods and wages paid to employees: supply and demand, inflation, costs of production, government policies.

—Collect articles from newspapers and magazines which pertain to government policies and roles (especially as they relate to the consumer and homemaker) in the economy. Then work in committees and investigate these roles and policies more fully and prepare a class presentation on each.

—Organize a plan to make a product in class and sell at school. Determine what the demand for the product may be before beginning production. Outline costs which will be involved in making and selling the product. Decide approximately what amount of wages should be given to workers. After production and sale of the product, discuss how each of the following directly affect prices and/or wages:

supply and demand
school or government policies
costs of production

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Conduct a local survey to determine the services offered by stores. Interview the manager of each store as to how these services affect prices.

—Prepare a research paper, "Inflation—What It Does to Prices and Wages—How Can I Help?"

—Investigate careers in the government which are concerned with policies regarding consumer activities and/or homemaker activities.

LEVELS III-IV

MANAGEMENT AND CONSUMER EUDCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Income Procurement

OBJECTIVES:

LS —Analyze the dual role life styles.
CE —Explain the relationship between occupation, income and living standards.
—Develop a plan to prepare for, obtain and succeed at a job or career.

PRETEST:

- —Explain the relationship between occupation, income and living standards.
- —Outline a plan to prepare for and obtain a job or career in which you are interested and develop a plan to help you succeed in that job.

LEARNING STRATEGIES:

- —Read selected references and/or visuals concerning preparation for job opportunities in the job market, sources of information about available jobs.
- —With three other students, research and plan a panel discussion about choice of occupation, resulting income, and effects of living standards. One person should discuss each topic and the fourth person should summarize points and discuss how they interrelate.
- —Choose a career and prepare an indepth report of its requirements, salary, opportunity for advancement, job market trends, etc. Interview a person in the field and if possible, tape the interview. Present the report to the class orally.
- —Listen to a panel of people—both men and women—who have assumed a dual role discuss: reasons for working, job alternatives for them, effect of working on time demands, job related expenses and family relationships as affected by jobs.
- —Prepare a report about the financial worth of the jobs of a homemaker. Use current literature to obtain data. Present results to class and lead a discussion concerning the pros and cons of the career of homemaking. How much does it cost to work outside the home?
- —Discuss in small groups the pros and cons of the following topics:
  - Is a mother obligated to stay home with children until they are in school?
  - A wife is offered a job with a substantial salary increase in another city. Her husband teaches and could probably get a position there without too much trouble. Should the wife's job determine where they will live?
  - A husband gets a good job offer in an area where no job is available in his wife's vocation. Should this matter?
  - A woman who works is obligated to continue providing the same level of cleanliness and efficiency as she did before taking a job.
  - Children should be asked for their opinion about whether the mother should work outside the home.
- —If possible, go on a field trip to institutions which offer opportunities for job training or career development. Collect and evaluate material.
- —Listen to a panel of employers concerning employee-employer relations. Evaluate personality characteristics needed for good employee-employer relations.
- —Work with other students to survey all educational agencies available in the local community. Show by means of a diagram typical occupations which would be available to those who complete various educational levels offered by these agencies.

—Plan a debate around the following topics:
  Quick success is better than thorough training.
  The salary is the most important thing in considering a job.
  Marriage does not require an education so girls do not need to go to school.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research a vocation of your choice. Consider educational requirements, time and energy demands, available jobs in area, salary, etc. Contact your teacher or career education coordinator to help provide an opportunity to pursue this vocation and obtain permission to have "hands-on-experience" on the job.

—Develop an attitude questionnaire concerning vocations. Interview 20 to 30 people from different vocations. Tabulate results. Review results and draw conclusions as to trends related to job choice and job satisfaction.

—Interview several individuals asking them to relate how home economics training has affected the individual's success in job procurement, social life, contribution to community and family happiness.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Income Procurement

OBJECTIVE:

LS
SD —Develop a list of characteristics of at least five private and public agencies on the local, state and national level which provide opportunities for continuous education and training.

PRETEST:

—Develop a list of characteristics of at least five private and public agencies on the local, state and national level which provide opportunities for continuous education and training.

LEARNING STRATEGIES:

—Read selected references and/or visuals about different types of programs for continuous education.

—Debate: Continuing education and success go hand-in-hand.

—Listen to a panel discussion made up of various persons knowledgeable in varying vocations to discuss their chosen career and whether or not continuous training or refresher courses are important in each field.

—Invite administrators representing, for example: adult education, technical school programs, colleges and universities, extension offices and business firms to discuss entrance requirements, cost and curriculum in their institutions.

—Survey the community to determine what agencies or groups offer opportunities to obtain up-to-date information related to the career of homemaking. Prepare a chart to illustrate these agencies and the type of education offered.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a study of the types of upgrading and refresher courses available in your community and other communities.

—Choose a type of institution which offers continuous education and study what it costs the taxpayer for each person in the program, what it costs the student, how much is spent on books, supplies, building upkeep, salaries and insurance.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Income Procurement

OBJECTIVE:

CE
IR —Explain at least two effects of income procurement on the individual, the family, the community and the society.

PRETEST:

—Explain at least two effects of income procurement on the individual, the family, the community and the society.

LEARNING STRATEGIES:

—Listen to a panel discussion or interview people in different types of careers as to how they feel they and others have been affected by their choice of careers.

—Work in a small group and brainstorm possible ways to get or earn money. Think of ways that are suitable or unsuitable. Discuss what effect each way has on the individual, the family, the community and the society.

—Develop a diagram which shows how each of the following could affect the individual, the family and the society:
dual role homemaker employed as an architect
family receives welfare payments as income
young couple attending school and receiving income from parents
family where traditional male and female roles have been exchanged.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Secure information from the agencies which regulate working conditions and benefits for individuals.

—Investigate the procedures for securing a working permit. Research the reason for existence of such permits.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Behavior Determinants

OBJECTIVE:

CE —Explain the relationship between sound consumer information and purchasing decisions
SD that are satisfactory to both consumer and seller.
IR

PRETEST:

—Explain the relationship between sound consumer information and purchasing decisions that are satisfactory to both consumer and seller.

LEARNING STRATEGIES:

—Refer to reading list and visuals on consumer behavior determinants.

—Set up a fact finding committee to check policies of neighborhood stores on returns and exchanges, credit for teens, sale merchandise, guarantees and warranties, consumer inquiries and complaints.

—Interview five people concerning how consumer information helped or might have helped them in the selection of a product. Record their opinions and then develop a statement of your opinion concerning the value of consumer information in the selection of a satisfactory product. Include any effects of the informed consumer on the seller.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read **The Hidden Persuaders** by Vance Packard and summarize.

—Prepare a report on the activities of either **Consumers' Union** or **Consumers' Research** using your library as a source. You should use both the publications of the organization itself and discussions about the organization in recent periodicals.

—Bring in several ads for different products. Work with two or three other students and select some ads which are particularly good and some considered poor. Analyze these ads to determine information provided, selling techniques, emotional appeals, factual claims and general tastefulness. Rewrite the poorest ads.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Behavior Determinants

OBJECTIVES:

CE —Identify the opportunity costs of each alternative when confronted with at least three
HR consumer choices.

PRETEST:

—Give three consumer choices, identify the opportunity costs of each.

LEARNING STRATEGIES:

—Use selected references and visuals on opportunity costs.
—Define opportunity costs.
—Analyze the opportunity costs involved when a homemaker works outside the home.
—Discuss factors which influence people to buy one product rather than another.
  Why someone might deliberately buy something he knows he can't pay for.
  Why some people buy things they do not need or really want.
—Define and contrast a planned purchase with an impulse purchase in terms of opportunity costs.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a set of cards to display. Title them, for example, "What Ya Gotta Give Up" in order to explain opportunity costs in everyday situations. They could be used in a group report, as part of a skit, or for display. Be creative!

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Behavior Determinants

OBJECTIVE:
CE —Evaluate an individual life style in terms of at least ten recognized influences.
LS
IR

PRETEST:

—Using a case study, evaluate a life style in terms of at least ten recognized influences.

LEARNING STRATEGIES:

—Define: Influence, decision, peer, social level.

—Write a description of the life style you would like to assume one or two years from now. Evaluate:
Do you think it is possible to achieve?
Would your parents agree with your choice? Why?
List ten reasons or influences for choosing that particular life style.

—Read, a biography of someone you could admire. Evaluate at least ten influences that affected his life.

—Talk to a person over 60. Try to determine how many life styles that person has lived during his life. Report to teacher.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Talk to five people of the opposite sex who are near your age to determine what they would choose for a life style ten years from now.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Alternatives

OBJECTIVES:

CE —Compare a teen's plan for spending with a family's plan for spending.
HR —Develop a list of at least six considerations for use in preparing a plan for spending.
—Develop a personal management plan based on anticipated present and future income, expenses, goals and needs.

PRETEST:

—Compare the given teen's plan for spending with the given family plan for spending in relation to fixed and flexible expenses.
—Develop a list of six considerations for use in preparing a plan for spending.
—Develop a personal management plan based on anticipated present and future expected income, expenses, goals and needs.

LEARNING STRATEGIES:

—Read selected references concerning spending plans, fixed and flexible expenses.
—Work in a small group to develop a model that shows how a teen's plan for spending can develop into a family plan. Compare with those developed by other groups. Discuss "Planned spending is a means to an end."
—Using the model developed in No. 2 above, determine at least six considerations for preparing a plan for spending. Compare with others in the small group and compile group list of considerations. Set up a form for planned spending using list and available resources.
—Read selected references and view visuals on the use of credit for buying goods and services and its use in planned spending.
—Research and plan a panel discussion concerning an aspect of credit.
  meaning of consumer credit
  reasons for using credit
  advantages and disadvantages of using credit
  alternatives to using credit
  place of credit in the economy
  types of consumer credit

LEVEL III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Alternatives

OBJECTIVES:

CE
- —Identify at least four types of financial security programs and explain the area of protection each provides.
- —Develop a plan of financial protection for oneself and/or family based on present and future needs in regard to insurance, savings, investments and retirement.

PRETEST:

- —Identify at least four types of financial security programs and explain the area of protection each provides.
- —Develop a plan of financial protection for oneself and/or family based on present and future needs in regard to insurance, savings, investments and retirement.

LEARNING STRATEGIES:

- —Refer to selected references and visuals concerning health insurance, life insurance, savings, investment programs, social security and retirement plans.
- —Participate in a small group discussion considering factors that contribute to financial security, factors that threaten it, how you can plan for it, how you might lost it, how important it is.
- —Conduct a survey or indepth research to determine how methods of providing financial security might differ for singles and married couples, men and women, families with children and those without children, young, middle age, and older people.
- —Work with another student to list all the possible health and accident risks one faces. Evaluate the degree of danger and the feasibility of providing insurance against the risks. Investigate group policies as being more advantageous.
- —Listen to a guest speaker from social security to explain the social security system and how to obtain a social security number.
- —View a film or filmstrip about the stock market. Discuss how stock investments would affect the family financial program.
- —Select a major item which you would like to buy and compare the costs of buying with credit to paying cash. Report results to class.
- —Make a list of your major needs and goals for the next two or three years. Determine the approximate costs of these and develop a plan based upon probable income to accomplish these. If needed, include ways in which credit can help reach these goals. Discuss plan with teacher.
- —Identify responsibilities of the consumer and the creditor in a credit transaction.
  - purchasing a car
  - buying clothing
  - buying a washer
  - buying furniture

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Survey class members to determine how many have used a form of credit. Discuss reasons for credit use: convenience, increased purchasing, emergency needs.
- —Write and present a skit pointing out the dangers of unwise use of credit.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Consumer Alternatives

OBJECTIVE:

CE —Compile an outline including at least five basic planning and buying principles to use in the selection of each of the following major goods and services: transportation, housing, education, health care and death arrangements.

PRETEST:

—Compile an outline including at least five basic planning and buying principles for use in the selection of each of the following major goods and services: transportation, housing, education, health care and death arrangements.

LEARNING STRATEGIES:

—Refer to selected references and visuals concerning buying principles when selecting: transportation, housing, education, health care and death arrangements.

—Plan a trip to do comparison shopping for a specific good or service. Develop a summary of your findings including brands available, features, prices, guarantees, services and policies.

—Write a buying guide on the basis of your findings in the preceding activity.

—If possible, take a field trip to a funeral home to investigate funeral arrangements and how to determine all coasts of owning either a bike, cycle or car and compare. Which would be best for you and what are the reasons?

—Compare each of the following and decide which would be best to meet your transportation needs:

bus vs driving car
train vs car
motorcycle vs car
ship or ferry vs airplane
bicycle vs walking

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Help plan and organize a Consumer Fair to display various goods and services along with information for selection and use.

—Conduct a survey of places to shop in the local area and compare prices, merchandise, services and reputation of stores. Set up with teacher and work coordinator the opportunity to assist a sales person in a career related to home economics.

—Examine a life insurance policy. Answer the questions below:

Are the premiums to be paid annually, semi-annually, quarterly, monthly or weekly?
What requirements are made for reinstatement?
What additional charge is made for a premium waiver provision?
What settlement options are available?
What amount can be borrowed on the policy? At what rate?
What provision does the policy make for lapse of payment?
Are provisions made to pay dividends? How often? In what form may the dividends be paid?

—Listen to a panel of speakers present different types of financial security and guidelines to use when selecting each; for example, savings, investment, health insurance, life insurance, retirement programs.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Roles, Rights And Responsibilities

OBJECTIVES:

HR
CE —Develop at least five criteria for determining safety features for each of the following types of products: toys, clothing, foods and cosmetics.

PRETEST:

—List at least five criteria for determining safety features for each of the following types of products: toys, clothing, foods and cosmetics.

LEARNING STRATEGIES:

—Select one product from each of the following that are present in your home and evaluate it for safety: toys, clothing, foods and cosmetics.

—Find and read from **Consumer Report** and other consumer information sources an article that evaluates the safety of each type of product you evaluate.

—Write a letter to one manufacturer concerning your likes or dislikes about consumer product safety. Ask for information about that company's safety codes.

—In small groups, refer to the above evaluations of products and develop a list of five questions or criteria to use when determining the safety of each of the following: toys, clothing, foods and cosmetics. Chart determined criteria and present to the class.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Report on the book **The Jungle** by Upton Sinclair. This book, published in 1906, gives a shocking disclosure of working conditions in the Chicago meat packing houses at that time.

—Prepare a bulletin board or display on familiar safety features of products.

—Check out library books pertinent to consumer safety; set up a resource shelf for others to use for a period of time.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Roles, Rights And Responsibilities

OBJECTIVE:

CE
IR —Identify at least four consumer products and practices which are harmful or potentially harmful to the environment or the individual and at least one way in which each situation could be corrected.

PRETEST:

—Identify at least three consumer products and practices which are harmful or potentially harmful to the environment or the individual and at least one way in which each situation could be corrected.

LEARNING STRATEGIES:

—Refer to selected references and visuals concerning the advantages and disadvantages of pesticides.

—Investigate laws in your community and state which control waste disposal and burning. Set up a committee to share the work. Report to the class.

—Report on one animal which has become extinct or near extinct due to man's management of wildlife.

—Plan ways to conserve materials within your own home and devise ways to make storage and reuse efficient. How might a nearby recycling center assist you in there plans?

—With two or three other students, investigate and develop a pictorial story to present to the class about consumer products and practices which are harmful to the community or individual and ways in which teenagers can help overcome these.

—Develop a list of five or more careers which are related to consumer safety. Include in the list two personal characteristics which would be appropriate to each.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Work with or interview someone associated with a recycling center.

—Prepare a chart about community organizations to which homemakers can belong concerning correction of products and/or practices which are harmful to the environment.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: **Roles, Rights And Responsibilities**

OBJECTIVE:

CE —Evaluate at least four different sources of information concerning the selection of a product in regard to the usefulness of the information to a consumer.

PRETEST:

—Evaluate the four given sources of consumer information and explain how each contributes to the selection of products.

LEARNING STRATEGIES:

—Read selected references concerning advertisements, consumer-oriented magazines, consumer-product testing agencies, agencies of the federal government and mass media. Also check visuals.

—Find magazine advertisements and respond to them by groups; discover the purposes of advertising.

—Read articles from at least two of the following magazines and explain how the information helps in making consumer decisions: **Consumer Report, Changing Times, Good Housekeeping, Parent Magazine** and **Co-Ed**

—Work with two other students and develop a table of information containing at least six sources of consumer information, the kinds of information each provides, and the strengths and weaknesses of each as a source of useful, unbiased information for consumers, for example, federal government agencies, Better Business Bureau, mass media and trade certification programs.

—Bring in several ads for different products. Work with two or three other students and pick out some ads which are particularly good and some considered poor. Analyze these ads to determine: information provided, selling techniques, emotional appeals, factual claims and general tastefulness. Rewrite the poorest ad.

—Select a special piece of equipment that your family may consider buying and investigate the consumer information available in the library.

—Make a collection of and display publications available from government agencies. Write your Congressman and ask his assistance in getting this information.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—From a current magazine or newspaper, select the advertisement that you find least helpful. Prepare a letter of criticism to send to the company whose product is presented in the advertisement.

—Prepare a report on the activities of either Consumers' Union or Consumers' Research. Use library references, being certain to include the publication of the organization as well as discussion of the organization by other sources.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: **Roles, Rights And Responsibilities**

OBJECTIVE:
CE —Develop a list of at least five standards to use when judging the effectiveness of information attached to the purchased product.

PRETEST:
—List at least five standards to use when judging the effectiveness of information attached to the purchased product.

LEARNING STRATEGIES:
—Read selected reading and/or view visuals concerning labels, seals of approval, guarantees and warrantees, brand names and use and care instructions.
—Choose at least three products you would like to buy. Visit stores and note all the brands offered in each product. Compare name brands to the store brand in relation to cost, quality of item and variety of choice.
—Choose a product you would like to buy and interview businessmen regarding guarantees and warrantees for the product.
—Choose a product available in at least two different name brands and which has use and care information. Compare information presented. What additional types of information would you like? How does the information given help the consumer?
—Collect pamphlets on the warrantees of different automobile manufacturers. Compare the costs of various services such as brake overhaul, tune-up and transmission resealing which are seldom covered by a warranty.
—Investigate legal requirements for labeling certain kinds of merchandise, such as cosmetics, textile products and upholstered furniture. Check one label of each type to see if it meets legal requirements.
—If a guarantee reads, "Satisfaction or your money back," what responsibility does the consumer have?

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Choose teams for comparative shopping. Select stores in both depressed and affluent areas. Compare information given on labels and signs from both areas.
—Collect as many labels as you can for a product you would like to buy. Mount the labels in a notebook and analyze them for useful information. What kind of information is essential to users of the product? What information is not included on the labels?
—Find out what certification seals are available for a chosen product. Obtain the help of local merchants and salespersons if necessary. Look through monthly and annual issues of CONSUMER REPORTS and CONSUMER BULLETIN, and list in your notebook the different ratings you find for one product. Briefly describe the tests used to determine these ratings.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: **Roles, Rights And Responsibilities**

OBJECTIVE:
CE —Evaluate the impact of at least four consumer choices on personal finances, on business and
IR on the economy.

PRETEST:

—Evaluate the impact of at least four consumer choices on personal finances, on business and on the economy.

LEARNING STRATEGIES:

—Refer to readings and visuals on the effect of consumer choices on the economy.
—Develop a model of the rights and responsibilities of the consumer in the economy. Give specific examples of each right and responsibility.
—Discuss and set up role playing situations to illustrate ways consumers affect business and economy. Present to group.
—In a group meeting, describe the last article you bought and tell why you bought it, when you bought it, whether you still like it, whether you would buy it again, and what influenced your choice.
—Define and contrast a purchase that was planned with one that was made on impulse.
—Play "Economatics" game. Ask teacher for directions.
—Ask teacher for study sheet "Economic Results" to complete.
—Plan a bulletin board "How Does Your Economy Grow." Draw a large tree with:
trunk representing U.S. economy
branches representing the four consumer rights
leaves representing responsibilities growing from each right
—Work with a small group to discuss: What would happen if the leaves fell from the tree? How can the buyer and seller work together to nourish the tree?

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read **Paradise Island** and discuss the impact of one native's choices on his finances, on the island's businesses and on the economy.
—Discuss how a mother's working affects the local economy; for example, baby sitting, savings, food budgets, local businessmen, other consumers, need for services, household and investments.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Roles, Rights And Responsibilities

OBJECTIVE:

CE
SD
—Evaluate at least four possible procedures for presenting consumer comments to manufacturers and sellers to determine which methods bring the most satisfactory results for all concerned.

PRETEST:

—Evaluate at least four of the given procedures for presenting consumer comments to manufacturers and sellers to determine which methods bring the most satisfactory results for all concerned.

LEARNING STRATEGIES:

—Read selected references on consumer grievances. Check visuals.

—Organize a group of "Nader's Raiders" and present a news conference for the class "press" concerning some product complaint. Another group could write the news coverage. Discuss the value of such activity.

—Set up a panel of "Consumer Satisfaction and Product Improvement." Consumer, business and government representatives might serve as panel members.

—Write a letter to a manufacturer to voice a complaint, compliment or suggestion concerning a specific product. Attach a note requesting a comment on the value of the letter and how it might be improved. Compile a list of "suggested procedures for voicing consumer comments." Compare letters sent and received.

—Investigate fraudulent and deceptive practices in the marketplace. Report your findings to the class. For example:

collect articles concerning fraud and group under headings of short-changing, short weight, repair swindles, deceptive packaging, charity gyps, health quackery, home improvement swindles, mail frauds and get-rich-quick schemes;

compare "bait and switch" to "trading-up"; referral sales; fake sales; low-balling or low-priced service on an item which leads to high-priced repair needs discovered later; false pretenses.

—Ask the teacher for the two case studies—"The Fire Alarm Burn" and "Taken for a Ride."

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a bulletin board on "How to Voice a Consumer Comment."

—Give a talk at FHA about "How to Voice a Consumer Comment."

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Rules, Rights And Responsibilities

OBJECTIVE:
CE —Distinguish between misuse of product and product failure.
IR

PRETEST:
—Given three examples, distinguish between misuse of products and product failure.

LEARNING STRATEGIES:
- —Refer to reading assignments and selected references.
- —Interview four teenagers about some product failure. Ask them if they feel that it failed because it was a "lemon" or because they didn't use it as it was intended.
- —Listen to a panel of businessmen speak on the topic of misuse and failure. Ask about the problems encountered from the seller's viewpoint; for example, automobiles, electrical appliances, store equipment and grooming aids.
- —Develop a skit to present to the class about a consumer who doesn't follow directions and then tries to return the item because it doesn't work. Do a follow-up skit showing what the consumer should have done.
- —Develop a code of ethics for the consumer and for the seller in regard to this topic.
- —Outline the steps a consumer should follow if a product fails to work properly.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Investigate job descriptions of people who work in complaint departments, Better Business Bureau, or similar agencies. Determine whether you possess the personal characteristics to be successful in this kind of work.
- —Choose a product and interview several store managers about any failures and if any were caused by misuse. Set up a summary chart to explain findings.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Rights, Roles And Responsibilities

OBJECTIVES:

CE —Investigate and explain positive influences on the community of at least five types of ac-
IR tivities as a worker and as a citizen.

PRETEST:

—Investigate and explain positive influences on community of at least five types of activities as a worker and as a citizen.

LEARNING STRATEGIES:

—Refer to reading and visuals assigned by the teacher.

—Study a local service organization in depth. Discuss student involvement in local organizations as a service to the community. Report your findings to the class.

—Team with other students to take a community survey with a definite goal to research. Become involved directly with the community issue after thorough investigation to help bring about a desirable outcome for school and community.

—Investigate the opportunities for non-earning contributions in the community or school. Develop a diagram or poster to present your findings to the class.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Join a service organization.

—Organize a school service group.

—Explore careers related to community.

—Study welfare and discuss the influences it has on the community.

300

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: **Roles, Rights And Responsibilities**

OBJECTIVE:

CE — Evaluate at least three environmental action groups, legislative proposals, and/or involve-
IR ment possibilities to determine worth and effectiveness.

PRETEST:

—Evaluate at least three environmental action groups, legislative proposals and/or involvement possibilities to determine which are most effective.

LEARNING STRATEGIES:

—Complete reading assignments and view visuals concerning roles, rights and responsibilities.

—From your study, evaluate three different approaches to registering concern and stimulating action; for example, filing a claim with an appropriate governmental agency, legal action, small claim court, environmental action groups and letters to legislators.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate Ralph Nader and his opinions by reading articles about him or by him.
Read books such "Unsafe at Any Speed."

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Community Resources

OBJECTIVE:

CE —Identify and explain the purpose of at least five community resources and discuss how each
IR would supplement an individual's income.

PRETEST:

—Identify and explain the purposes of at least five community resources and discuss how each would supplement an individual's income.

LEARNING STRATEGIES:

—Refer to selected references and/or visuals concerning community resources.

—With two or three other students present enjoyable personal experiences or activities received free of cost. What would the experience be worth in money to an individual?

—If possible, go to the court house, welfare department, or health department to get a better understanding of its total operation. Prepare a presentation about the agency's purpose and how it supplements income.

—With other students, report on personal experiences or role play an experience and tell where help was secured from a community agency.

—Listen to a panel of people representing various resources concerning services offered to citizens. Have citizens who utilize these resources discuss how each has helped them and the worth of four basic resources to them as individuals.

—Investigate community resources which offer direct services to the homemaker. Prepare a chart to present findings to the class.

—Read case study, "Food for Thought." Discuss questions in small groups.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—With a small group of students conduct a survey to determine what community services families have obtained during the past year. Determine what would be the approximate cost of these services if families had to pay for them directly. Present results to the class in a panel discussion.

—Interview or work with a person in a home economics career associated with community resources.

LEVELS III-IV

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: DUAL ROLE ECONOMICS

CONCEPT: Community Resources

OBJECTIVE:
CE —Identify the aid protection offered the consumer by at least six businesses, government and
SD independent organizations and explain how each can contribute to an individual's protec-
IR tion, rights and environment.

PRETEST:

—Identify the aid and protection offered the consumer by at least six businesses, government and independent organizations and explain how each can contribute to an individual's protection, rights and environment.

LEARNING STRATEGIES:

—Refer to selected references and/or visuals about consumer protection.
—Prepare a report for the class about the history of consumer protection efforts.
—Find a library book exposing a consumer product scandal. Summarize the book for the class and discuss the value of such literature.
—Research and conduct a debate on the topic "Consumer Protection"; should be provided by agencies outside the Federal Government with these "Responsibilities Assumed by Consumers Themselves."
—Prepare a poster or transparency showing the various governmental and non-governmental agencies available to assist the consumer, such as Better Business Bureau, Consumer Union, Consumer Research, Council for Family Life Education, American Consumer, Consumer Federation of America and Consumer Interests. What services does each provide?
—Divide into committees and research a particular type of hazardous consumer product and/or service. Identify specific agencies or organizations which offer information or protection regarding the product.
—Find out how a credit union obtains a credit rating on a person wishing to borrow money.

POSTTEST: Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read **The Politics of Consumer Protection,** by Mark Nadel.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SELF-CONCEPT

CONCEPT: Individual Needs And Wants

OBJECTIVES:

- —Determine the effect the satisfaction of emotional, social and physical needs and wants has on self-concept.
- —Separate one's basic needs from one's unessential wants and develop a plan for becoming the type of person one wants to be.

PRETEST:

- —Describe how the satisfaction of emotional, social and physical needs and wants affects self concept.
- —Write a paragraph expressing a plan for your future which shows that you recognize a minimum of four basic needs you and every other person must try to meet. Be sure that you are describing needs rather than wants.

LEARNING STRATEGIES:

- —Identify your basic physical, emotional and social needs through reading. Look for how needs differ from wants.
- —Groups of two or three students explain how the basic ego needs can be met at five different ages and stages of life (infant, kindergarten child, teenager, parent of a teenager and a grandparent). Discuss the effect on the person when these basic needs are not met.
- —Given a list naming a minimum of two basic emotional, social and physical needs plus matching unessential wants (such as having a few true friends as opposed to being liked by everyone), differentiate between the self-concept of two people. One person is content as long as his basic needs are met and the other always expects to get what he wants as well.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Bring to class current hits and listen for references to personality needs and wants.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Goals And Values

OBJECTIVES:

—Clarify one's values by using at least three steps of value clarification.

—Distinguish between at least four short and long-term goals to help set priorities for the use personal and community resources.

PRETEST:

—Identify three personal values and measure their importance to you by using at least three steps of value clarification.

—From a list of twenty goals, indicate which are short-term and which are long-term goals. Name at least five personal or community resources which one would have in limited amount, forcing one to set priorities in order to reach one's goals.

LEARNING STRATEGIES:

—Read a reference on valuing, which lists the steps in value clarification.

—Use value clarification strategies such as "The Unfinished Sentence", "The Fall-out Shelter" or "What's In Your Wallet?"

—Examine a bulletin board which pictures short- and long-term goals and explain the difference.

—Brain storm to identify personal and community resources. Which are you now using? Which could you use to better advantage in order to reach your goals?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Gaze into the crystal ball and see your life five years from now. Describe what you see and explain how you have used your resources. What changes do you observe in your self-concept?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Interpersonal Relationships

OBJECTIVES:

- Demonstrate an awareness that an individual's self-concept affects and is affected by his interpersonal relationships.
- Determine ways to develop meaningful interpersonal relationships.

PRETEST:

- Read two case studies describing one person with a positive self-concept and one with a negative opinion of himself. Using these case studies contrast the effect of these differences in self-concept on each person's relationships with others.
- List a minimum of five desirable ways a person entering a new environment such as school, job, or living quarters could make friends.

LEARNING STRATEGIES:

- Read references on interpersonal relationships and look for ways in which they affect self-concept.
- Role-play a young man who is small and has a bad case of acne and because of this has a poor opinion of himself. Show him in a situation where he is asking a girl for a date.
- Make up a checklist to show ways of improving interpersonal relationships at school, on the job, and at home.

POSTTEST:

- Ask teacher for posttest.

QUEST, IEE, AND FHA SUGGESTIONS:

- Report on a book which has as its main theme interpersonal relationships.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Human Sexuality

OBJECTIVE:

—Know the scientific terms for the parts and be able to explain the function of the male and female reproductive systems.

PRETEST:

—Identify on a diagram of the male and female reproductive systems the major reproductive parts. Explain secondary sexual characteristics as well.
—Using a matching test demonstrate knowledge of the function of the male and female parts in reproduction and sexual satisfaction.

LEARNING STRATEGIES:

—View a film or filmstrip explaining human reproduction.
—Listen to a physician or a nurse who explains the reproductive process in both male and female and talks about venereal diseases.
—Question box to clarify information about human reproduction.
—If desired, a "gab" session for girls and a "bull" session for the boys.
—View a film or filmstrip that shows the method by which venereal disease is transmitted, the recognizable symptoms, and the results if untreated.
—Have a person who works at a local "free clinic" visit the class and tell of the services available to teenagers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Book report on human reproduction.
—Collect statistics on the incidence of venereal disease locally, state-wide and nationally.

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Human Sexuality

OBJECTIVES:

—Recognize that human sexuality goes beyond reproduction to include other physical, emotional and social differences.

—Recognize that one's sexual roles are biologically and culturally defined.

—Explain how sexual roles are changing in today's society.

—Conclude that acceptance of human sexuality is essential in building a positive self-image.

PRETEST:

—List a minimum of three ways human sexuality goes beyond reproduction to include other physical differences between males and females.

—Explain a minimum of three emotional differences between men and women.

—Recognize at least two social differences between men and women. List them.

—Explain a minimum of two ways in which one's sexual role is biologically defined and a minimum of three ways it is culturally defined.

—List at three ways sexual roles are changing in our society.

LEARNING STRATEGIES:

—Search out and read resource materials for information on physical, emotional and social differences between the sexes and on sexual roles.

—View filmstrip explaining masculinity and femininity.

—Have representatives of three or four different generations discuss in a panel what was expected of men and women when they were a young adult.

—Use transparency titled "Multiple Roles of Women" and change to a similar diagram titled "Multiple Roles of Men".

—Discuss the reasons for the increasing numbers of boys enrolled in home economics classes and for the success of college classes in educating for fatherhood.

—Interview two women, one who has the occupation of homemaking only and one who has a dual role as homemaker and wage-earner. Analyze any differences in self-concept and report to class.

—Role play the self-image of a girl who would rather be a boy or the boy who thinks girls "have it made".

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Find illustrations in art or literature which picture or tell about sexual stereotypes.

—Do a research paper contrasting sexual roles in eastern cultures with those in the west.

—Find examples in music of male and female differences or sexual roles such as:

"Why Can't a Woman Be Like A Man" from **My Fair Lady**
"There's Nothing Like A Dame" from **South Pacific** or "I Am Woman" by Helen Reddy.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **DEVELOPING A SELF-CONCEPT**

CONCEPT: **Personal Decisions**

OBJECTIVES:

IR —Identify a minimum of three methods of making decisions.
SD —Recognize a minimum of four forces which influence personal decisions.
—Conclude that a mature person is one who lives with and accepts responsibility [illegible]'s decisions.

PRETEST:

- —List three methods of decision making and know how they differ.
- —Describe four forces which influence one's personal decisions.
- —Read a case study showing a decision which had been made and the effects on the person's later life. Appraise the maturity of the person in learning to live with the decision and to accept the responsibility for it.

LEARNING STRATEGIES:

- —Read a reference describing ways in which decisions are made. Outline the steps in rational decision making using the "decision-making process."
- —Illustrate the use of the steps of the decision-making process in making a real or an imaginary decision.
- —View a film which shows pressures which may sway personal decisions such as self, family, peers, advertising and entertainment provided by magazines, movies and television.
- —Bring in ads showing the use of emotional needs in advertising as a way to influence buying habits.
- —Finish open-ended sociodramas to show how personal decisions can have a lasting effect.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Personal Decisions

OBJECTIVES:

SD —Identify at least five areas of social concern.

HR —Determine how the decisions made in these areas will affect oneself and others, now and in the future.

PRETEST:

—List five current social concerns requiring personal standards and analyze how your decisions about these concerns will affect you and others, both now and in the future.

LEARNING STRATEGIES:

—Read references which discuss social concerns such as: alcohol, drugs, over-population, premarital sex, pollution, tobacco, traffic accidents. Explain why personal decisions about these will affect yourself and others.

—Girls: List some "sales talk" given by boys to encourage a girl in heavy petting or premarital sex. These could be:

"If you love me, prove it"
"Everybody else does it"
"You won't get pregnant"
"It's different today"
"If you don't, I'll date someone else"

For how many generations do you think these arguments have been used? What answers will explode them?

—Boys: List some of the motivations a girl may have for leading a boy on or exploiting him.

—Debate which behavior is worse: a boy demanding or a girl teasing.

—Survey high school students to find whether they think newspaper columnists such as "Dear Abby" help or harm young people in making decisions about premarital sex. How?

—Boys: Would you want to take a girl you really like to a drive-in sexy movie? Why or why not? Girls: Would you want to go to such a movie with a boy who was special to you? Why or why not?

Explain how such movies might convince young people that premarital sex is the norm among their peers. How much of this is "talk" and how much is "action"?

—View filmstrips or film loops showing open-ended situations involving moral decisions and write possible results.

—Listen to a speaker from Alcoholics Anonymous or Al-Anon discuss the help their group tries to give the problem drinker and his family.

—Debate whether or not the government has a right to prohibit or control the use of drugs or alcohol or tobacco.

—Set up a smoking machine to show the amount of nicotine retained in one's body when smoking.

—Brainstorm reasons why teenagers smoke, drink and use drugs.

—Have students who have been hooked on smoking, drinking or drugs discuss their problems in breaking these habits.

—Analyze a case study describing a person who drinks heavily or is on drugs and determine as many reasons as you can for this behavior. Recommend a way to help.

—View films or filmstrips which give facts about smoking, drinking, alcohol and drugs.

—Discuss the rationalization in these statements:

"It is no worse for me to smoke than to breathe this polluted air"
"I drink to relax and to have a good time"
"It's no worse for me to smoke marijuana than for my father to get high on alcohol".

—Find out from an insurance agent the added cost of liability insurance when there is a driver under twenty-five years of age in the family. Identify the reasons for this added cost.

—List all the situations which parents think indicate the misuse of cars by teenagers. Read the list and discuss.

—Identify the possible effect on traffic accidents and pollution of the current gas shortage.

POSTTEST:

--Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Tape anonymous interviews with students who were forced to marry or a girl who was not married but kept her baby. Ask these students how their sexual behavior has affected their lives.

—Discuss the economics of the tobacco industry and decide whether the taxes paid by the tobacco industry or the people employed in producing or merchandising tobacco justify the lack of controls up to now.

—Research the world-wide results of overpopulation.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **DEVELOPING SELF-CONCEPT**

CONCEPT: **Personal Decisions**

OBJECTIVES:

LS —Explain how the decision-making process will aid in choosing a life style.

SD —Determine how your life will be different because of your choice of family type.

PRETEST:

—Read a case study telling about a young person who was unhappy with his choice of life style. Interpret how making a rational decision might have helped him make a better choice.

—Differentiate in a minimum of four ways how your life style will be different because of your choice of a family type.

LEARNING STRATEGIES:

—Explore a minimum of three life styles and use the rational method of decision making to help you choose the one you feel at this point in your life is best suited to you.

—Consider a typical day in your life and think through the many decisions which add up to forming your life style. You would consider transportation, clothing, food, housing, evening activities, job, friends and class and extra-curricular activities at school. Can you see a pattern developing toward a particular life style.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Scrap Book: Pictures of the type of family you want to have in ten years from now.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SELF-CONCEPT

CONCEPT: Career Choice

OBJECTIVES:

SD —Analyze how the decision-making process will aid in choosing a career.
LS —Explore at least three consumer/homemaking-related careers and three other careers.
—Analyze at least four effects work choice will have on life style.

PRETEST:

—Make a chart listing six careers, three of which are consumer/homemaking-related. Be sure to include the occupation of homemaking. Fill in the chart to indicate at least three advantages and three disadvantages of each career.

—Read at least two case studies illustrating at least four ways one's career has a distinct effect on one's life style. Identify the four ways work influences life style and explain why.

—Illustrate the use of the decision-making process in choosing a career.

LEARNING STRATEGIES:

—Research four careers, two of which are consumer/homemaking related, to find the preparation necessary, the working conditions, the salary level and the chance for advancement. Use the decision-making process to help you make your choice.

—Visit a vocational or technical school or a college to see students being trained for consumer/homemaking-related careers.

—Interview homemakers to find the challenges and the rewards of their career.

—Discuss in writing people you know whose life style has been affected by their career. Report to the class and ask students to suggest additional effects.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

OBJECTIVES:

IR —Recognize the importance of dating and courtship as parts of the process leading toward
SD mate selection.
HR —Describe at least four appropriate procedures for making oneself more datable.
—Conclude that people develop at different rates and have different interests and goals, all of which may affect their dating level.

PRETEST:

- —List a minimum of three steps leading from dating to marriage and explain the importance of each step.
- —Outline a plan of action for a teenage boy or girl who has never dated but would like to start. Include at least four parts to the plan.
- —Contrast at least four differences in level of development, interests or goals which could affect a teenager's readiness to date.

LEARNING STRATEGIES:

- —Read to determine the steps in the dating process which lead to marriage and the importance of each step.
- —Outline the positive and negative aspects of going steady.
- —Bring to class cartoons which show dating situations and analyze the problems illustrated.
- —In this day of women's liberation, debate whether girls should have a right to ask a boy for a date. Have boys and girls on each team.
- —Think back to a former love affair and appraise its benefits to you as you try to develop more lasting relationships with the opposite sex.
- —Contrast the attitude toward dating of the vocational-school student who gets a job as soon as he graduates with the student who knows he will need a college degree in order to reach his career goals.
- —Make a check list of traits characterizing a datable person. Interpret the list for lasting and temporary traits.
- —Survey seniors to determine their level of dating taking into consideration their interests and goals, frequency of dating and types of dates.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Survey sophomore and senior students to find their attitude towards steady dating. Contact parents of teenagers to know their attitude as well. Summarize similarities and differences.

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

OBJECTIVES:

—Recognize that our society over-emphasizes "romantic love" in the selection of a mate.
—Explain how the ability to love is learned.
—Define the difference between immature, romantic love and lasting, productive love.

PRETEST:

—List a minimum of four ways in which one is influenced toward over-emphasizing romantic love in the selection of a mate.
—Trace the development of love from the infant who loves only himself to the mature adult who has learned to love unselfishly.
—Explain the difference between immature, romantic love and lasting, productive love.

LEARNING STRATEGIES:

—Read an open-ended story describing a couple who fall in love at "first sight". Go beyond the usual, idealistic image—"They Loved Happily Ever After"—to point out sources of possible conflict ignored because the couple were on "Cloud 9".
—View a filmstrip which traces the development of love from the infant to the mature adult.
—Have a popcorn session to list ways in which we use and misuse the word "love".
—Given at least five statements about love, place each statement in the appropriate column headed "immature, romantic love" and "lasting, productive love".
—Make a list of questions a person could use in judging whether the way one feels is infatuation or love that will last.
—Discuss whether people "fall" in love or "grow" into love.
—Have a panel representing four different ages or stages of life discuss their feelings about love.
—Describe the partners of a marriage you know who have managed to keep romance and love in their marriage. Tell how you think they have been able to do this.
—React to this statement: Given a reasonably suitable male or female, you could probably fall in love with just about any attractive person who came along.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a bulletin board depicting the seven stages of love.
—Identify the kind of love described in current musical hits.

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVE:

IR
HR —Realize that our high expectations for marriage and our mate-choice system place the responsibility for a wise mate choice directly on the two people involved.

PRETEST:

—Given a list of at least ten reasons for marrying, indicate which reasons expect too much of marriage and which show a more realistic expectation.

—Rank in order of importance to you if you were seriously considering marriage the opinion of your parents, your friends, and yourself. Explain why you ranked them as you did. Who must take the most responsibility for the success of this marriage and why?

LEARNING STRATEGIES:

—Examine a rating sheet which is designed to help couples considering marriage conclude their chances of a successful marriage. Discuss reasons why the questions on the rating sheet are important.

—Describe a basically "unmarriageable" person because of undesirable traits.

—Consider the advantages of a parent-arranged system of marriage such as every marriageable person is assured of a satisfactory marriage partner.

—Role play a situation in which you have decided to marry a particular person whom your parents seriously oppose. Show how you would react. Turn back the clock twenty-five years and show the same situation between your parents and your grandparents.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read a story describing a parent-arranged marriage.

—Give your opinion in writing to either side of this quesiton: "If parents chose mates for their children our divorce rates would be lower".

—Businesses make a profit and loss estimate before they make important decisions about merging with a smaller company. Only after they have considered all factors do they adopt new policies and procedures. In groups of two or three students formulate profit and loss factors to be considered in mate choice. Consider whether or not people select mates on the basis of "cold facts" or on emotional factors such as a pretty face or physical stature.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVE:

IR —Comprehend how similarities and/or dissimilarities in background such as age, race, religion and economic level can aid in creating a successful marriage.

PRETEST:

—Explain how similarities and/or dissimilarities in age, race, religion and economic level can help the couple build a successful marriage. Discuss each factor separately.

LEARNING STRATEGIES:

—Read references that discuss factors in wise-mate choice.
—Invite a Catholic priest, a Jewish Rabbi and/or a protestant minister to describe possible adjustment problems in an inter-faith marriage.
—Get the reaction of a classmate representing a minority race to an inter-racial marriage.
—Consider the possible results of a Cinderella-type marriage to a prince compared with a marriage between the office boy and the boss's daughter. Decide who might have the greatest problem and why.
—Discuss the rationale behind the use of matching backgrounds in computer programming for scientific mate choice.
—Poll the class to see the difference between the ages of their parents when they were married. Read to find the singificance of age difference in marriage even when the differences are great.
—Determine at least one advantage of a man marrying an older woman even though the reverse is usually true.
—Analyze charts which relate educational level to success in marriage.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research the survival rate of June-December marriages involving political figures or movie stars.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVE:
HR —Recognize that maturity and readiness for marriage do increase the couple's chance that
IR their marriage will last.

PRETEST:
- —List a minimum of five reasons why teenage marriages often fail.
- —Name a minimum of five traits which would indicate maturity.

LEARNING STRATEGIES:
- —Read a case study describing a young, immature couple who are determined to get married at once. Change this description in a minimum of five ways to show how this couple might become more nearly ready for a lasting marriage.
- —View a movie or filmstrip showing the probable problems in a teenage marriage.
- —Interview a couple who did not marry until they had been out of high school a few years.
- —Describe the personality of a mature person who would be ready for the responsibilities of marriage.
- —Complete this sentence: "Before I marry . . . .".
- —Listen to a medically-trained person discuss the biological risks of early motherhood.
- —Discuss the topic: I would (would not) want to live with my parents or have my parents help support me after marriage. You may present positive or negative views.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Marriage Laws And Customs

OBJECTIVES:

HR —Realize that marriage laws are an outgrowth of regional needs and customs and are
IR designed to protect the individuals being married, their children and society.

—Know the legal requirements for marriage in Ohio and contrast them with other states. Judge the effectiveness of these legal requirements in promoting lasting marriage.

PRETEST:

—Explain why marriage laws vary in different cultures and at different times in the same culture. Tell how three different laws protect the individuals being married, their children, and society.

—List at least four legal requirements for marriage in Ohio and interpret the reasons for these requirements. Tell how the laws are different in at least two other states.

—Given the divorce statistics of two states whose marriage laws are more strict or less strict than those in Ohio, compare these data. Draw conclusions as to their relative level of effectiveness in promoting lasting marriage and explain possible reasons.

LEARNING STRATEGIES:

—Research to find the legal requirements for marriage in Ohio. Prepare a bulletin board display of these laws.

—Compare and contrast Ohio laws with those of other states. Interpret regional or cultural differences to seek an explanation for this variation.

—Listen to a lawyer or family service case worker discuss the reasons for marriage laws and why certain marriages are forbidden by law. Determine the background for common-law marriges and consider the current need and advisability of such marriages.

—Compare common-law marriages with the current "living together" without a legal marriage.

—Debate: Marriage laws in Ohio should be more strict (more lenient) and present laws more rigidly enforced.

—Consider the effect of Ohio legislation reducing the age of adulthood from 21 to 18. Will this probably increase or decrease our divorce rate?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate contract marriages for possible advantages and disadvantages. Report to class.

—Write what you think would be a good marriage law.

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR ENGAGEMENT

CONCEPT: Being Engaged

OBJECTIVES:

IR —Identify the real purpose of the engagement period.
SD —Relate the length of the engagement period ot the probable quality of adjustment attained
HR in marriage.
CE —Recognize a minimum of five areas of disagreement which are most likely to lead to marriage conflicts.
—Describe a minimum of four patterns of adjustment which can be used before or after marriage, two of which are good.
—Recognize how a premarital pregnancy could bring about a hurried, undesired or unsatisfactory marriage.
—Realize the importance of a premarital physical examination and know at least four methods of contraception and their comparative reliability.

PRETEST:

—Explain the following sentence: "The engagement period has far more meaning than selecting a ring and attending parties." What should be the real purpose of the engagement period.

—Tell how long you think a couple should be engaged before they would be ready to make a good adjustment in marriage. Is it only a matter of the length of the engagement period? Why or why not?

—List a minimum of five areas of disagreement which are likely to lead to marriage problems.

—Read a case study describing a minimum of four patterns of adjustment. Identify two positive ways in which a married couple could solve disagreements.

—List a minimum of four reasons why a "have-to" marriage may not be the best way to start.

—Explain the importance of a premarital physical and identify a minimum of four methods of contraception, ranking them as to their reliability.

LEARNING STRATEGIES:

—Read to determine the real purpose of the engagement period.

—Listen to a physician explain the importance of a premarital physical. A physician could be questioned by telephone.

—Make a list of questions an engaged couple should answer honestly as they consider their readiness to marry.

—Listen to a panel including the recently married and those married ten, twenty-five and fifty years discuss practical decisions which should be made before marriage such as whether income will be adequate and a desirable length for an engagement.

—Discuss the advisability of a couple considering an interfaith marriage deciding where they will go to church the first Sunday after they are married.

—View a film showing an engaged couple making good use of the engagement period as they prepare for marriage.

—Analyze the advisability of an engaged couple getting married before education or military serivce is completed.

—Poll the class in writing to find what they think should or should not be confessed by an engaged couple. Discuss the possible results of such confessions.

—Relate the "we're as good as married" excuse for entering into sex relations before marriage to the likelihood of an engagement failing.

—"I know he drinks too much, but when we are married I am sure he will change." Discuss the rationalization behind this statement and make a list of other undesirable habits which will persist because usually marriage does not change people.

—Describe a real or imaginary forced wedding which led to an unsatisfactory marriage. Explain how you think the couple might have had a better marriage if they had had more time to get ready.

—View a filmstrip showing methods of contraception and their comparative effectiveness.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Planning The Wedding

OBJECTIVES:

IR —Identify a minimum of three types of weddings.
CE —Explain how wedding type sets the style of dress, influences the cost, and determines the
SD time required to get ready for the wedding.
HR —Analyze the contribution a religious ceremony may make to the stability of the marriage.
—Explain why an elopement may be a poor way to start a marraige.
—Be aware of a minimum of five rules of etiquette related to marriage and explain reasons for them.
—Know the prupose of the honeymoon and a minimum of three pitfalls to avoid.

PRETEST:

- —List and explain the difference between a minimum of three types of weddings.
- —Describe suitable dress, estimate the approximate cost and make up a time schedule for three types of weddings.
- —Distinguish in a minimum of four ways how a wedding performed as a religious ceremony, a civil ceremony and/or an elopement could influence the stability of a marriage.
- —List a minimum of five rules of etiquette related to weddings and summarize the contribution such rules make to human relations.
- —Explain the purpose of the honeymoon and from a list of four honeymoon plans identify the possible problems any of these plans could present.

LEARNING STRATEGIES:

- —Read to learn the appropriate dress, the approximate cost and suggested time schedule for a formal, semi-formal and an informal-tupe wedding.
- —Invite a representative of a floral shop who will describe their services and estimate the cost of flowers for a wedding.
- —Complete an outline of the estimated costs involved in the different types of weddings. Determine the expenses for which the groom's family and the bride's family are responsible.
- —Invite a minister to discuss his premarital counseling and give his views concerning a religious ceremony.
- —Discuss reasons for eloping and why an elopement may be a poor way to start a marriage.
- —Work with two or three other students to make a list of rules of etiquette to be followed in a wedding.
- —Describe a wedding you have observed in which you thought the ceremony had real meaning for the couple being married.
- —Write a wedding invitation and practice writing thank-you notes for shower or wedding gifts.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Explore the traditional wedding ceremonies from a variety of religions. Make changes or write your own ceremony which would have more meaning to you.
- —Plan your own wedding.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Early Years

OBJECTIVES:

LS
IR
SD
HR

—Identify a minimum of four areas of family living to which a newly-married couple must adjust and conclude at least four reasons why this adjustment is needed.

—Illustrate a minimum of three patterns of adjustment which could reduce conflict in marriage.

—Identify a minimum of three sources of professional services which can help solve marital problems and explain how they could help.

PRETEST:

—Identify a minimum of four areas of family living that a newly-married couple must adjust to and explain at least four reasons why this adjustment is needed.

—Describe three desirable ways that disagreements between a married couple could be solved.

—List a minimum of three sources of professional services available in a marital crisis and identify the kind of help available from each source.

LEARNING STRATEGIES:

—Read selected references on the early years of marriage and marital adjustments. Identify and discuss the major areas of adjustment.

—Agree or disagree with the following statement and relate it to adjustment in marriage: "Marriage failure is usually caused by a lack of maturity on the part of one or both of the marriage partners."

—Conduct a survey to determine what, in the opinion of your classmates, are the important problems confronted in marriage. Look for differences in the opinions of males and females. Survey parents for their opinions as well.

—Invite a marriage counselor, a minister or a priest, a physician and/or a lawyer to speak to the class on the type of help members of their profession could offer to young couples.

—Discuss "Love will carry a couple through all their difficulties".

—Plan a sociodrama of a domestic scene in the early months of marriage in which both the husband and wife are trying to get each other to change certain habits—show the frustration which results when neither will change.

—Debate the statement: "I'm marrying the girl; not her family".

—Decide how the young couple will have to adjust when their first child is born.

—Read a newspaper account of an elaborate wedding with a concluding statement about the honeymoon in Bermuda. Discuss the implied "happy ever after" overtone and what the couple will need to be and do to realize a happy life together.

—Divide into groups according to your sex and make a list of expectations you will have for your mate after you are married.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a check list of attitudes that you think would lead to difficulty in marriage. Submit the list to both married and single men and women and have them rank the attitudes according to their importance as potential sources of difficulty in marriage. How do you account for the differences you find?

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: **The Crowded Years**

OBJECTIVES:

IR —Develop criteria which would help a couple decide when they are ready to become parents.
LS —Know a minimum of three ways to increase the chances of having a healthy baby including
HR hereditary and prenatal influences.
SD —Explain the development of a baby from conception to birth.
—Describe the three stages during the birth process.
—Determine a minimum of three ways in which the birth of a baby will change the family-life style.
—Choose appropriate procedures for caring for the infant and young child.
—Make a plan for using positive methods of discipline which will help the child have good mental health.

PRETEST:

—List a minimum of four questions a couple should ask themselves when they are deciding whether or not they want to have a baby.
—Tell three ways parents can help give their new-born child a healthy body.
—List three hereditary diseases and three physical conditions which will increase the tendency toward certain diseases.
—Using correct terms explain the development of a baby from conception to birth.
—Explain what happens during the three stages of birth.
—Tell how you would provide for the physical and emotional needs of the infant and the young child.
—Illustrate three ways you would have to adjust to being a parent upon the birth of a child.
—Outline at least four parts of your plan for disciplining your children in a positive way which will build their self-confidence and self-control.

LEARNING STRATEGIES:

—Read selected references for information about readiness for parenthood and about childbirth. Identify the needs of the expectant parents as individuals and the needs of the new-born.
—Listen to a mini-lecture on the hereditary influences on the infant including possible disease. Learn where genetic counseling is available in your area.
—View a filmstrip which shows hereditary and prenatal influences on the health of the new-born child.
—Invite a Red Cross or Public Health nurse to discuss with the class pre-natal care of the mother and baby.
—Write a "Bill of Rights" for the new-born child and one for a parent.
—Define physical and emotional maturity and explain why both are important in a parent.
—View a film on childbirth and determine the three major stages of childbirth.
—Invite a representative from the Childbirth Education Association to describe the lessons available to prospective parents interested in prepared or "natural" childbirth. Have this person explain how the father can assist in the birth of his child.
—Discuss how the birth of a child influences change in the life style of the parents.
—Observe the parents of a new-born baby on a typical day in their lives. Compare to the life of another young couple who do not have a baby.
—Read to find appropriate hints for training a child. Give examples of how these hints would be used in every day experiences with children.

—Sociodrama: A domestic scene in the two-year old stage of a child that illustrates first positive guidance and discipline and a second scene that shows negative guidance and discipline. Analyze the possible results of both kinds of discipline.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a family planning clinic to learn about their services to families.

—Define "mothering" and discuss the emotional needs of a baby.

—Contrast the child-centered versus the parent-centered family and give reasons for either or a combination of the two.

—Read to find the possible effect on the child of alcoholism or other drug use or of venereal-disease infection in the parent.

—Make a diagram of your family tree including as many generations as you can.

—Invite the parents of an adopted child to visit the class and explain the adoptive procedure they followed and how they have adjusted to this type of parenthood. If possible, have them bring the child or children.

LEVELS III-IV

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Launching Years

OBJECTIVES:

LS —Develop a plan for continuing to keep love and friendship in marriage throughout the
IR family-life cycle.
HR —Recognize that success in marriage does not just happen but is achieved.
—Distinguish between the conflicting wants and needs of parents and their children when the maturing children begin to leave home and illustrate ways of solving this conflict.

PRETEST:

—Make a minimum of six parts of a "Ten Commandments for Marriage" which would help a couple continue to love each other and to enjoy being together throughout more than fifty years.

—Explain why there is a slight rise in the divorce rate between the twentieth and the twenty-fifth year of marriage. Tell how this can be avoided.

—Describe at least three areas of conflict between parents and their children during the "launching years". Suggest three corresponding ways for reducing this conflict.

LEARNING STRATEGIES:

—Read references to learn the possible problems of parents and their children during the launching years.

—Buzz groups discuss how your parents felt and acted when an older brother or sister left home. What do you think they will do when you are ready to leave? Relate this to your position in the family.

—Imagine that you are twenty-five years older than you are today. Write a short discussion of a difficult day you have just completed with one of your teenage children. Tell what went wrong from your point of view as a parent and from your child's point of view.

—Sociodrama: You are a marriage counselor that is working with a couple who are having conflict with each other about the guidance of their teenage children. Include ways of resolving the conflict.

—Interview two couples who have launched their children to find out what they consider to be the most difficult problem for a couple during the launching stage.

—View a film showing a middle-aged couple whose marriage has lost its meaning but who work together to renew a meaningful relationship.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview five young people out on their own and identify what they consider to be the most difficult problem with their family in the launching stage. Decide how these agree or disagree with the answers given by parents.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Late Years

OBJECTIVES:
LS —Interpret a minimum of three adjustment problems associated with old age.
HR —Explain three reasons why it is important to plan for the time of retirement.
CE —Identify at least four governmental or private agencies whose purpose is to assist our senior citizens.

PRETEST:
—Describe briefly a minimum of three adjustment problems associated with old age.
—In a few sentences explain three reasons why it is important to plan for the time of retirement:
—Name a minimum of four governmental or private agencies which help our senior citizens.

LEARNING STRATEGIES:
—Read references on the contracting family and identify the major adjustment problems of aging.
—Invite a panel of retired people to discuss the adjustment problems faced at the retirement stage and what they have done about them.
—Investigate your community and identify local resources available to help the retired person. Determine the specific services they will give. Tour a rest home to see their facilities.
—Inventory your hobbies and extra-curricular activities and determine which, if any, would be activities that could be carried into the retirement period.
—Contrast the extended family system in other countries with the nuclear family favored in the United States today. What have we gained and what have we lost?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Debate: Are we doing what we should to help our senior citizens.
—Investigate our Social Security system and find the benefits.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: CULTURE, SOCIETY, AND THE CHILD

CONCEPT: Parenthood Patterns

OBJECTIVES:
SD —Analyze a variety of cultural parenthood patterns.
IR —Analyze the influence of these patterns on the child.
LS

PRETEST:
- —Differentiate six different cultural parenthood patterns.
- —Conclude the influences of these patterns on the child.

LEARNING STRATEGIES:
- —Read at least two sources for information about parenthood patterns.
- —Interview several people from other cultures to learn of their culture's attitudes toward child rearing. Draw conclusions about effect of different cultural child-rearing patterns on the children of each culture.
- —List characteristics of parenthood and child-rearing practices from other cultures which you think are worthy of incorporating into American families. In what ways do you think the American family is failing? What characteristics of the American family would you consider valuable for fullest development of the child?
- —Discuss various child-rearing practices and techniques used by your parents that you would implement in rearing your own children. In what ways would you choose to be different from your parents?
- —Discuss subcultures within our general society and how these subcultures can present different patterns for parenthood. What problems in parenthood practices might result from a couple with distinctly different backgrounds.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Prepare an indepth paper on a parenthood pattern or cultural pattern of your choice.

CHILD DEVELOPMENT

UNIT TITLE: CULTURE, SOCIETY, AND THE CHILD

CONCEPT: Life Styles

OBJECTIVES:
SD —Analyze a variety of life styles.
LS —Analyze the influences of these life styles on children.
IR

PRETEST:

—Analyze six life styles present in today's culture and describe how these life styles may affect children.

LEARNING STRATEGIES:

—Read six current sources on new life styles in today's society.

—Prepare a chalkboard outline of a variety of family types. Discuss problems arising from each new type of life style. What factors in our society are creating a need for such life styles? Why are these changing life styles meeting with resistance from society in general?

—Make collages illustrating factors which are creating changing life styles and parenthood patterns.

—Role play common problem situations occurring in families. Determine how they would be handled within various life styles.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a short story or poem depicting problems in human relationships in today's families.

—Write a short paper on a life style of your choice and analyze it from the standpoint of optimal development of each member of the family unit.

CHILD DEVELOPMENT

UNIT TITLE: CULTURE, SOCIETY, AND THE CHILD

CONCEPT: Societal Trends And Technological Advances

OBJECTIVES:

SD	—Explain at least three problems society faces in uncontrolled reproduction.
IR	—Evaluate at least six techniques for population control.
LS	

PRETEST:

—Explain at least three societal problems of uncontrolled population.

—Evaluate six techniques developed to control population.

LEARNING STRATEGIES:

—Review newspaper articles dealing with world problems created or intensified by overpopulation. Discuss in terms of implications for everyone in society.

—Listen to a guest speaker explain implications of overreproduction for society as a whole and for the family unit. Consider the variety of birth control methods and advantages and disadvantages of each type.

—View film or filmstrip on implications of unwanted pregnancy from viewpoint of mother, child, family, and society.

—Collect and discuss current literature on changing attitudes toward abortion and birth control. Study abortion laws. Relate implications of abortion to personal and moral responsibilities.

—Create problem situations concerned with an unwanted pregnancy. Consider the following:

What decision would you reach?
What would be the consequences of your decision?
What were alternatives?
What values entered into your decision making?
Are there circumstances in which abortion is a better solution than continuing the pregnancy? Which ones?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compile and explain all new technological techniques which have to do with population control.

—Write a short story depicting problems of a girl or couple considering an abortion. Develop several solutions to the problem and consider how each solution will affect family members.

CHILD DEVELOPMENT

UNIT TITLE: CULTURE, SOCIETY, AND THE CHILD

CONCEPT: Changing Roles Of Women

OBJECTIVE:
SD —Explain at least six changes in family life styles and roles as a result of dual roles.
IR
LS
CE

PRETEST:

—Explain at least six changes in family roles and responsibilities when a mother accepts employment outside the home.

LEARNING STRATEGIES:

—Read six current sources on changing roles of women.

—Discuss changing roles of family members and the changing attitudes toward these roles as a result of an increasing number of employed women.

—Listen to a panel of working mothers. Consider reasons they chose dual roles, effect their choice has had on their families, management of their time, energy, and money.

—List technological changes that have freed women for satisfactions outside the home.

—Appraise goals that you have for your life. Determine factors you will consider when you consider a dual role for yourself?

—Design a poster, slide presentation, or bulletin board showing increases in the employment of women in the past 100 years. Include numbers employed, percentage of mothers and females employed, care of young children, and socio-economic classes involved.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Summarize current materials on women's rights. Consider recent legislation that may affect employment of women. What effect may such legislation have on children in our society?

—Produce a short paper tracing the history of employed mothers and the effect of such employment on children.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Preparation For Baby

OBJECTIVE:
SD —Identify the necessary adjustments in family patterns of living with the arrival of a new baby.
IR
LS

PRETEST:
—List at least six adjustments that will need to be made in preparation for a new baby.

LEARNING STRATEGIES:
—Read three suggested references concerned with readiness for parenthood, adjustments, and costs of having a baby.
—Discuss factors to be considered in making decisions regarding addition of children to home:
  Maturity of both parents
  Physical and mental health of parents
  Basic values and attitudes toward children
  Housing of family
  Family income and adjustments
—Assemble reliable information concerning cost of a baby, including hospital and obstetric care. Consider ways of altering these costs.
—Prepare a budget for a young couple existing on two incomes. Revise the budget to include a baby and one income.
—Prepare case studies of couples or families preparing for a new baby; analyze and resolve the situations. What changes in responsibilities must be made?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Compile information about insurance to cover costs of having a baby. Compare with costs without insurance. Chart findings on graph.
—Illustrate by means of cartoon drawings adjustments in family patterns of living with the arrival of a new baby.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Heredity And Environment

OBJECTIVES:

LS —Distinguish between hereditary and environmental traits.
SD —Analyze environmental conditions which best allow for optimal growth and development of
HR a child.

PRETEST:

—Name and explain five hereditary and five environmental factors.
—Describe environmental conditions which would best allow for optimal growth and development of a child.

LEARNING STRATEGIES:

—Read selected references on heredity and environment.
—Formulate definition of heredity and environment.
—Compose a chart which illustrates characteristics that are inherited, characteristics that are learned, and characteristics that might be the result of both inheritance and learning.
—Analyze hereditary features in one's own family. Make a diagram of one's family "tree," include great-grandparents; indicate height, bone structure, hair, eye, and skin coloring.
—Discuss myths concerning hereditary traits. List traits that were once believed to be hereditary but are now known to be non-hereditary.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Illustrate your family "tree" on large paper or bulletin board.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Human Reproduction

OBJECTIVES:
SD —Identify parts of the male and female anatomy associated with human reproduction.
IR —Describe the basic steps in the process of conception.

PRETEST:
—Label illustrations of the male and female reproductive organs.
—Describe the basic steps in the process of conception.

LEARNING STRATEGIES:
—Read several sources on how conception takes place.
—View transparencies of male and female reproduction organs and consider the following:
  function of each body part
  sequence of the menstrual cycle and its correlation with reproduction
  process of conception
—Write anonymous questions about conception for question box. Answers can be provided by resource person, film, resource materials suggested by teacher.
—Consult references to find causes of multiple conceptions. Differentiate between identical and fraternal twins. What is the relationship between fertility drugs and multiple births?
—Consult references to learn when and how sex of baby is determined. Can one plan the sex of a child? What possibilities are there for this in the near future?

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Draw a diagram or create a bulletin board showing chromosomes pairing to produce boy or girl.
—Read about and report on new developments in planning the sex of a child.
—Summarize findings about causes of birth control. Produce a chart or bulletin board depicting these causes.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Prenatal Development

OBJECTIVES:

SD —Identify the presumptive and the indisputable signs of pregnancy.
IR —Identify in sequence the stages of development of the fetus.
—Explain the importance of early and regular medical care of an expectant mother.

PRETEST:

- —List five presumptive and three indisputable signs of pregnancy.
- —Given a list of developmental stages of the fetus, arrange in sequence.
- —Explain the importance of early and regular medical care.

LEARNING STRATEGIES:

- —Read sources of information about signs of pregnancy and prenatal development.
- —Prepare and use flip chart giving presumptive and indisputable signs of pregnancy.
- —List vocabulary necessary for understanding of prenatal development and find definitions of all terms.
- —List points to be considered when selection of a physician is made.
- —Compare general practicioner, obstetrician, and pediatrician.
- —Listen to a physician or nurse discuss a healthy pregnancy. How will early medical care help assure optimum health, mother and child? What will doctor check during prenatal visits? What prenatal practices are important for a pregnant woman? What methods are used to confirm pregnancy? What if a mother's physical condition was not the best **prior** to pregnancy?
- —Examine charts, diagrams, slides showing how embryo grows in nine months.
- —Analyze the following situations:

  Jane is almost sure she is pregnant, but she has had some spotting each month. She delays seeing a doctor because of financial limitations. At four months she miscarries and is in the hospital for two weeks.

  Barbara and Betty went to the same obstetrician. The doctor told Barbara to limit her weight gain to twelve poinds but he let Betty gain 25.

  When Louise was pregnant, her feet swelled so that she could not wear her shoes. Her mother felt she should see her doctor about it. Louise saw no reason to do so since two of her friends had the same problem during their pregnancy, and she never liked wearing shoes anyway.

  Sue has coffee and cigarettes for breakfast. She feels this is alright because she's always had this breakfast menu prior to pregnancy.

  Joan is seven months pregnant and still works at the office. Some nights she is so tired she cannot sleep. She needs to maintain her job and is considering a nonprescription sleeping pill to help her sleep.

  Nancy thinks she may be pregnant. She is planning to babysit for her nephews who are recovering from the measles. Her pregnancy has not been confirmed so she feels there will be no harm in being exposed to the children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write "letters from your unborn baby" to mothers at each month during pregnancy. Include information about development of unborn baby, proper diet, and early medical care.

—Illustrate in cartoon form basic concepts of prenatal care.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Complications Of Pregnancy

OBJECTIVES:

SD —Distinguish between the symptoms of serious complications of pregnancy and the symptoms
IR which indicate common discomforts.
—Explain procedures to follow if such symptoms are evident.

PRETEST:

—List five common discomforts of pregnancy and explain what may be done to eliminate or ease the discomforts.

—List five symptoms of serious complications of pregnancy and explain procedures to follow in each situation.

LEARNING STRATEGIES:

—Read resources discussing complications and discomforts of pregnancy.

—List in two columns discomforts of a non-serious nature and those discomforts which may lead to a serious complication.

—Compare the meanings of spontaneous, therapeutic, and criminal abortion, miscarriage, and premature birth.

—Role play situations depicting common discomforts of pregnancy and serious complications of pregnancy. Decide what action must be taken immediately and show the procedures you would follow.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Summarize research findings regarding numbers of live births in relation to birth defects, age of mother, medical care, and socio-economic level. Expand this data into a poster or bulletin board.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: PRENATAL

CONCEPT: Special Needs Of Pregnancy

OBJECTIVES:

SD —Plan an adequate three day diet for a pregnant woman.
LS —Identify at least five factors to consider in planning a wardrobe for a pregnant woman.
IR —List two reasons for special care of a pregnant woman in the matters of personal hygiene, rest and sleep, dental hygiene, and use of drugs.

PRETEST:

—Given a diet for non-pregnant woman, make necessary changes to obtain an adequate diet for a pregnant woman.
—Identify five basic factors to consider in planning a wardrobe for a pregnant woman.
—List two reasons for special care of a pregnant woman in matters of personal hygiene, rest and sleep, dental hygiene, and use of drugs.

LEARNING STRATEGIES:

—Read selected references and consult resource persons to obtain information about the pregnant woman and her diet, clothing, personal hygiene, rest and sleep, exercise, dental hygiene, use of drugs, and leave from work.
—In small committees plan diets for a pregnant woman for three days and evaluate the diets using the minimum requirements scale.
—Plan a wardrobe for a pregnant woman. Consider the following factors in your overall plan:
activities of the pregnant woman
comfort of garments and accessories
cost of garments and accessories
seasons involved
alternatives to purchasing clothing
—Recall basic rules of personal hygiene. Discuss adaptations that may need to be made for pregnant women.
—Summarize literature and report to class about new approaches to weight gain and exercise for pregnant women.
—Generalize results of studies on the effects of drugs, disease, and alcohol on prenatal development. Create a poster, display window, or bulletin board to educate the school community.
—Inquire about maternity leave for various professions and various places of business.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview mothers of young children to discover how long they worked during pregnancy and when they returned to jobs.
—Visit a store featuring maternity needs. Evaluate five items considering the popularity, cost, and necessity of each. Consider possible alternatives.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: CHILDBIRTH

CONCEPT: Labor And Delivery

OBJECTIVES:

SD —Explain the three stages of labor and how each contributes to the birth process.
—Explain four types of delivery, indicating special problems with each.

PRETEST:

—Explain the three stages of labor and how each contributes to the birth process.
—List and describe four types of delivery, indicating special problems with each.

LEARNING STRATEGIES:

—Read selected sources of information on the birth process and types of delivery. Explain "natural" childbirth, forceps, induced, breech and Cesarean deliveries.
—View film to become familiar with the three stages of labor.
—Examine charts or transparencies which show positions of the fetus at birth. Discuss what influence the position has on delivery.
—Visit the maternity ward of a hospital to see labor room, delivery room, and nursery.
—Invite women who have recently had babies to tell about their experiences in delivery, including "natural" childbirth.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—View the film "The Story of Eric." Consider aspects of the LaMaze method of childbirth that you like and what aspects you dislike.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: CHILDBIRTH

CONCEPT: Care Of The Newborn

OBJECTIVES:
SD —Evaluate the procedures of caring for the newborn immediately after delivery.
IR —Explain the Apgar test.

PRETEST:

—Describe the care that is given the newborn after delivery.
—Explain the Apgar test and what it tells.

LEARNING STRATEGIES:

—Read sources discussing care of newborn after delivery and the Apgar test.
—Present oral reports on state requirements concerning birth certificate, foot print, finger print of mother, drops in eyes, tagging of mother and newborn.
—Collect information on the PKU test for protein metabolism deficiency which causes mental retardation.
—Investigate information and report to class on Virginia Apgar and why she developed her test.
—Bring copy of birth certificate to class or examine it at home. Discuss why this record is so important. Suggest where it should be placed for safe keeping.
—Appraise ways laws protect children in our state. Decide what laws you would omit, alter, or create if you had the power to do so.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create an educative device (slide set, display, bulletin board) to explain hospital procedures for caring for the newborn.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: POSTNATAL

CONCEPT: Infant Characteristics

OBJECTIVE:

SD —Identify at least five characteristics of the newborn and explain implications these
IR characteristics have for the care of the newborn.

PRETEST:

—Identify five characteristics of the newborn and explain what implications these characteristics have for the care of the newborn.

LEARNING STRATEGIES:

—Read three sources discussing the newborn's abilities. Which of the senses are highly developed and which are poorly developed? Consider the relation of senses to the infant's response and communication.

—Gather pictures to depict the special physical characteristics of the newborn.

—Compare an infant's proportion (head, chest, abdomen size) to adult proportions. Compare these proportions to those of the fetus. Discuss the special purposes of the fontanelles and receding chin.

—Create a slide set or photo collection depicting reality versus romanticism of the newborn. Include reactions and feelings of parents, grandparents, and siblings.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe newborn infants in a hospital nursery. Note the reaction differences of infants to noise, touch, feeding time.

—Observe adults' reactions to newborns. What feelings are portrayed? What feelings may be hidden?

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: POSTNATAL

CONCEPT: Infant Needs

OBJECTIVES:

SD —Appraise the four basic needs of the newborn and how these needs may be met.
IR —Evaluate basic wardrobe, equipment, and furnishings to meet the needs of an infant.
CE —Demonstrate skill in bathing, diapering, and dressing an infant.

PRETEST:

—Appraise the four basic needs of the newborn and how these needs may be met.
—List basic wardrobe, equipment, and furnishings for an infant considering initial cost, frequency of use, and management of time.
—Demonstrate skill in bathing, diapering, and dressing an infant.

LEARNING STRATEGIES:

—Read several sources discussing the basic needs of infants.
—Brainstorm on providing psychological and physical needs simultaneously. Consider:
  Other than food, what satisfaction does a baby receive during mealtime?
  How is love conveyed through touch?
  Does the adult's method of handling an infant have anything to do with the infant's feeling of security?
  How can a baby sense his parents' feelings?
—Discuss ways mother and father can share the nurturing from the very beginning of parenthood. In what ways can the infant affect the husband-wife relationship?
—View demonstrations on infant care techniques (bathing, diapering, dressing). Practice the techniques on a doll.
—Compare cost and convenience and ecological aspects of the following and create a display showing your results:
  cloth diapers washed at laundromat
  cloth diapers washed at home
  cloth diapers provided by diaper service
  disposable diapers
—Discuss your own feelings of security and confidence in handling infants. How can this security and confidence be increased? What aspects of infant care other than techniques of handling are important? Is it possible to excell at bathing, feeding, dressing, and diapering an infant without being a loving, nurturing parent?
—Examine a variety of infant clothing and equipment. List desirable and undesirable features of each item.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan a layette for an infant and include the following information: cost, itemize and total items, desirable and necessary items, sources of items (purchased, borrowed, rented, received as gifts), substituted or improved items, infant needs met by each item, and picture and/or descriptions.

—Observe homes with newborns present. Compare the treatment and handling of a first born infant with that of an infant with older siblings.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: POSTNATAL

CONCEPT: Physical Needs Of Newborn

OBJECTIVES:

HR —Explain how feeding procedures and sleeping conditions may meet psychological and
IR physiological needs of an infant.
—Describe techniques of breast and bottle feeding and list advantages of each method.

PRETEST:

—Explain how feeding procedures and sleeping conditions may meet psychological and physiological needs of an infant.
—Describe techniques of breast and bottle feeding and list advantages of each method.

LEARNING STRATEGIES:

—Read sources discussing sleep and food needs of an infant.
—Discuss the following factors of infant feeding:
  self demand schedule; implications for infant and adult introduction of new foods; how and when, readiness of infant, attitudes of parent.
  techniques and purpose of burping
—Listen to representatives of LaLeche League discuss proper techniques of breast feeding. What advantages does breast feeding offer? Consider current attitudes toward breast feeding.
—Debate: Breast Feeding Is Superior To Bottle Feeding
—Discuss the following factors of sleep needs of infants:
  amount of sleep needed
  changing amount of sleep during the first year
  desirable characteristics for sleeping area
  desirable conditions for infant's sleep
  early formation of sleep habits
—Role play problem situations with infant sleep patterns. Consider possible solutions.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compare formula preparation products for infants. Design a poster or display board showing nutrition content, cost, and preparation time of each.
—Trace history of breast feeding in our country. Consider the fluctuating attitude toward breast feeding during the last century. What factors can be attributed to this fluctuation?

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: POSTNATAL

CONCEPT: Changes For Mother

OBJECTIVE:

SD —Demonstrate how a mother can manage her time to include meeting the needs of the infant, other family members, and herself.
IR
HR
CE

PRETEST:

—Demonstrate using a variety of plans how a mother can manage her time to include meeting the needs of the infant, the other family members, and herself.

LEARNING STRATEGIES:

—Read current sources discussing adjustments mother must make with [illegible] new baby.

—Discuss adjustments necessary for family members with the addition of a new baby. List activities that these family members could assume temporarily or permanently.

—List home and family activities. Divide the list into: "may be omitted", and "desirable if time allows." Consider how personal values and goals will affect your choices.

—Survey the community to locate services available for assisting the new mother. Consider time and money costs.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create a daily schedule for a baby meeting needs of food, rest, cleanliness, love and security. Add to this schedule tasks necessary for older siblings. Show dovetailing whenever possible.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: FIRST YEAR

CONCEPT: Physical Development

OBJECTIVES:

D —Explain basic principles of growth and development during the first year.
IR —Identify the basic sequential development in the first year.
—Explain the natural progression of feeding habits during the first year.

PRETEST:

—Explain the basic principles of growth and development during the first year.
—List four examples of basic sequential development in the first year.
—Explain the natural progression of feeding habits during the first year.

LEARNING STRATEGIES:

—View a film on first year of childhood.
—Consult resource materials and give individual reports on the following topics as they apply to first year:

height
weight
body proportion
eyesight
hearing
sense of touch
sense of taste

—Bring your own "baby book" or that of another child and chart the age at which you and your classmates or others did the following:

rolled over
said "Da Da"
crawled
pulled to feet
stood alone
recognized family members
walked

—Find pictures of healthy babies. List the signs of a healthy baby.
—Interview young mothers and read three sources to find ways of weaning from breast to bottle, from bottle to cup, from breast to cup. Consider the emotional significance of weaning.
—Make a chart of infant foods and suggested ages they are introduced into the diet. Explain reasons for vitamin supplements.
—Taste test strained, chopped, and mixed baby and junior foods. Suggest the table foods that can be prepared for baby by putting in the blender. Evaluate taste of each one and the cost.
—Trace the growth sequence of the first teeth. Make an illustration of and label a child's first teeth.
—Discuss how to encourage the development of good mealtime habits early in life.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate the inoculations recommended by physician and the age when they should be given. Report to class.
—Plan menus for a child six months old, nine months old, and a year old. Explain reasons for choices. Identify the changes in mealtime scheduling in the first year.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: FIRST YEAR

CONCEPT: Social And Emotional Development

OBJECTIVES:
SD —Generalize the emotional and social development of the child in the first year.
IR —Explain the factors relevant to development of personality.
HR

PRETEST:
- —Generalize the emotional and social development of the child in the first year.
- —Explain factors relevant to development of personality.

LEARNING STRATEGIES:
- —Read three sources dealing with the emotional and social development of children.
- —Discuss personality. How is it developed? What factors are important in its development? When is personality set?
- —Trace the social development of an infant in the first year. Explain how you account for the differences in development evident between individuals.
- —Distinguish the sensitive, placid, and aggressive personality types. Describe a child you know and tell why you think he falls into one of these major categories.
- —Tape record the cries of an infant or of several infants. Listen to the tape in class. Distinguish the emotions reflected.
- —Describe how a young child expresses emotion. Give examples. Consider your reaction to these emotions.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Prepare a bulletin board display by collecting and labeling pictures of children expressing emotion.
- —Compare factors relevant to development of infant personality to factors relevant to personality of adolescents and adults.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: FIRST YEAR

CONCPET: Intellectual Development

OBJECTIVES:

SD —Identify the three areas of the brain and correlate the function of each area to the
HR maturation of the child.
IR —Trace the intellectual development of five motor abilities and speech during the first year of life.

PRETEST:

—Identify three areas of the brain and relate the function of each area to the maturation of the child.
—Trace the intellectual development of five motor abilities and speech during the first year of life.

LEARNING STRATEGIES:

—Read and report on the central nervous system and the development of the brain. Consider the function of each section of the brain.
—Prepare a graph indicating rate of development during the first year of physical, social and emotional, and intellectual growth.
—Make a list of all the motor activities you can think of. Place each one in the approximate month that development is likely to take place. (Remember that the sequence is of more importance than the exact timing.)
—Discuss the meaning of maturation. Why are size and age not good criteria for maturation?
—Observe a child learning to walk. Record observations.
—Trace speech development the first year. Place on time line of months.
—Describe environmental factors that stimulate speech development and those that retard progress of speech development.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Trace the child's development of ability to walk and place each level of development on a time line of months.

CHILD DEVELOPMENT

UNIT TITLE: YOU AS A PARENT: FIRST YEAR

CONCEPT: Intellectual Development

OBJECTIVES:

SD —Explain how play is a developmental tool.

IR —List five toys appropriate for four levels of development (three months, six months, nine months, and twelve months).

PRETEST:

- —Explain how play is a developmental tool.
- —List five toys appropriate for four levels of development (three months, six months, nine months, and twelve months).

LEARNING STRATEGIES:

- —Read selected sources for information about play as a developmental tool.
- —Using a prepared list of motor activities, indicate toys appropriate for each month of the first year.
- —Work in four groups (1 to 3 months, 4 to 6 months, 7 to 9 months, 10 to 12 months) to create collages showing toys and activities appropriate for each age group.
- —Discuss the following: "Play is a child's work."

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Investigate, record, and report the costs of a variety of toys which will stimulate growth of the infant. Consider ways to improvise toys which meet these same needs. Create a display showing purchased and improvised toys.

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Physical Development

OBJECTIVES:
SD —Chart the pattern of physical development of the preschooler.
HR —Create a health care plan for the preschool child.
CE —Develop criteria for a wardrobe for the preschooler.

PRETEST:
—Chart the pattern of physical development of the preschooler.
—Create a health care plan for the preschool child.
—Develop criteria for a wardrobe for the preschooler.

LEARNING STRATEGIES:
—Read references to learn about physical development of a child 1 to 6.
—Invite a pediatrician to talk about the physical development of children 1 to 6.
—Prepare lists and charts showing physical characteristics at all preschool age levels. Include pictures.
—Discuss influences that health habits, diet, illness, and other factors have upon the physical growth of children.
—Determine what immunization shots are important for health; when are physical examinations and dental care important? Where can immunization and dental care be received?
—Report on kinds of clothing which are best for the preschool child. Develop criteria for evaluating clothing with regard to physical development.
—Chart the symptoms of childhood diseases. What care is important for these diseases? Consider advancement in immunizations in the past 15 years.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Prepare a first aid kit to have in the home. Consider where the kit should be kept.
—Compile a list of safety measures for persons in charge of a preschool child.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Physical Development

OBJECTIVES:

SD —Correlate appetite and growth pattern in a preschool child.
CE —Plan adequate menus for a one-year, three-year old, and five-year old.
—Chart the sleep and rest patterns of the preschooler.

PRETEST:

—Explain the correlation of appetite and growth in the preschooler.
—Plan adequate menus for child at ages one, three, and five.
—Chart the sleep and rest patterns of the preschool child.

LEARNING STRATEGIES:

—Develop daily food guide (by consulting references) for all ages of preschool children.
—Plan menus using the food guide for all preschool ages of children. Plan family menus and suggest adjustments which may be made for the young child.
—Discuss how new foods should be introduced. How can attitude of mother or family influence acceptance of new foods? Consider why some children may refuse to eat certain foods. Determine ways of serving new foods that may appeal to children.
—Discuss the importance of snacks that are nutritious to the young child. Plan at least six such snacks.
—List good bedtime procedures. Consider psychological preparation as well as physical preparation for bedtime.
—Chart the changing sleep and rest patterns of the preschool child. Consider deviations from the patterns.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read and report on theory that children, if given a wise variety of foods from which to choose, will select a well-balanced diet.
—Write a report on "Both mind and body must be prepared for bed."
—List common bedtime problems and suggest ways of avoiding them.

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Physical Development

OBJECTIVES:

HR —Recognize the signs of readiness for toilet training.

IR —Evaluate procedures of toilet training which meet the physical as well as emotional needs of the child.

PRETEST:

—List signs of readiness for toilet training.

—Evaluate procedures of toilet training which meet the physical as well as emotional needs of the child.

LEARNING STRATEGIES:

—Read four references about toilet training. Report findings to class.

—Interview four sets of parents in regard to their procedure for toilet training. Consider the different approaches used. In what ways were emotional and physical needs of the child met or not met.

—Develop a list of readiness signs for toilet training. Why are all children not ready at the same time?

—Discuss why some parents are more successful with toilet training than others. Consider the influence of the following factors on toilet training procedures:

social pressure
older siblings
training method used on the parents in their childhood
personality of parents
life style

—Chart "do's" and "don't's" of toilet training.

—Write case studies of training problems and discuss suggestions for solving.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research and write report on theory held by some psychologists that adult problems are caused by toilet training patterns.

—Consider advice given by psychologists and child care specialists in the area of toilet training. Compare advice given to parents today with advice given in past decades.

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Intellectual Development

OBJECTIVES:

SD —List and explain six components of thinking.
—List four motor-intellectual accomplishments at the preschool level.
—Determine the correlation of motor skills and intellectual development.

PRETEST:

—List and explain six components of thinking.
—List four motor-intellectual accomplishments at the preschool level.
—State the correlation of motor skills and intellectual development.

LEARNING STRATEGIES:

—Study sources for the components of thinking. Explain each one and give examples.

—Identify motor abilities of children at each preschool age level.
Illustrate play and task activities that exemplify these abilities.

—Discuss the correlation between intellectual development and motor skills. Create a bulletin board that depicts this correlation.

—Evaluate the following suggestions for dealing with children.
How might they affect his/her motor and intellectual development?
By disregarding these suggestions, could we delay a child's motor and intellectual development?
Give a child time to think.
Give only as much help as needed to succeed.
Encourage him to draw his own conclusions.
Set the stage so problems are minimized.
Keep positive attitude. "You can do it."
Keep verbal explanations simple and on child's level.
Do not continually cramp his natural explorations.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create a game or toy which will stimulate thinking for a preschool child. Play the game with preschool children and report your observations.

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Intellectual Development

OBJECTIVES:

HR —Evaluate the importance of play activities.

IR —Conclude how parental stimulation and nursery school experience may contribute to the intellectual development of preschoolers.

—Trace pattern of speech development in preschoolers.

PRETEST:

—Write a brief essay evaluating the importance of play activities.

—Conclude, verbally or in writing, how parental stimulation and nursery school experience may contribute to the intellectual development of preschoolers.

—Trace pattern of speech development in preschoolers.

LEARNING STRATEGIES:

—Observe children at play and record ways in which they are learning.

—Define and give examples of the following play experiences:

dramatic play
creative play
manipulative activities
gross motor activities
fine motor activities

—In what ways may parents stimulate intellectual development in their preschoolers? In what ways could low income parents improvise to meet this stimulation?

—Debate: Nursery school is necessary for a preschooler's intellectual development.

—Trace the pattern of speech development. Why is certain physical and intellectual development necessary before speech may be developed? What are the social aspects of speech development? How will actual speech patterns be reflections of the child's experiences.

—Research information about measuring intelligence. In what ways may intelligence be measured in preschoolers?

—Compile a list of ways parents may promote creativity in their children. How may they develop a taste for reading, art, and music in their children?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a nursery school to observe variations in children's play activity, intellectual development, and speech patterns.

—Record voices of numerous children at various preschool ages. Analyze the speech patterns.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: THE PRESCHOOL CHILD (1-6)

CONCEPT: Emotional And Social Development

OBJECTIVES:

SD —List six emotions of a preschool child and explain how these emotions are expressed.
IR —Recognize the three basic personality types and explain the implications for interaction with
HR others.
—Evaluate the type of discipline appropriate for each age level.

PRETEST:

- —List six emotions of a preschool child and explain how these emotions are expressed.
- —Recognize the three basic personality types and explain the implications for interaction with others.
- —Evaluate the type of discipline appropriate for each age level.

LEARNING STRATEGIES:

- —Read resources about emotional and social growth of preschoolers.
- —Illustrate typical emotional and social reactions for each age level.
- —Role play preschool reactions; let class guess age of the child which you are demonstrating.
- —Compare and explain parallel and cooperative play. Observe each in play of preschoolers.
- —Create a collage of child's emotions. Create a parallel collage showing the same emotions manifested in adolescents.
- —List social actions which may be expected at various age levels. Discuss how nursery schools might influence a child's social development.
- —Compile a vocabulary list of terms that have special meaning in emotional and social development.
- —Discuss why speech is an important factor in social development.
- —Explain the fluctuating congeniality and "out-of-bounds" moods of various preschool age levels.
- —Discuss how one differentiates between imagination and lying. Consider age of child, situation, and possible misunderstanding of reality.
- —Discuss why it is often unwise for parents to interfere in children's quarrels.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Create a collage showing typical preschool emotions and a collage showing social development of the preschooler. Create parallel collages depicting adolescent emotions and social development. Make comparisons.

CHILD DEVELOPMENT

UNIT TITLE: THE SCHOOL-AGE CHILD (6-12)

CONCEPT: Physical Skills And Characteristic Behavior

OBJECTIVES:

SD —Name four principles of growth and development and give examples of each.
IR —Illustrate physical skills and characteristic behavior at age levels.
—Compare meanings of chronological age, mental age, and developmental stages.

PRETEST:

—Name four principles of growth and development and give examples of each.
—Given a list of skills and characteristic behavior, place them in age group sequential order.
—Compare the meanings of chronological age, mental age, and developmental stages by defining the three terms.

LEARNING STRATEGIES:

—Read at least two sources about principles of growth and developmental stages.
—Physical growth by definition means change. Consider those changes that were difficult for you to accept. How might you have been helped to accept these changes?
—Divide into small groups; list as many examples as you can for the principle of growth which your group has chosen.
—Define chronological age, mental age, and developmental stages. Create a brief case study of a child; describe his chronological age, mental age, and developmental stage.
—Prepare a chart showing the physical development and characteristic behavior of children at ages 6, 7, 8, 9, 10, 11, 12.
—Interview a child about the kinds of activities he enjoys in his free time. How do these activities relate to the behavior characteristics of his age group?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Ask several young children to tell you a story. See how the stories differ at different ages. Report on story themes children most characteristically select at different ages. Do these themes differ by sex of the child; by exposure to reading material; by general experience of the child?

CHILD DEVELOPMENT

UNIT TITLE: THE SCHOOL-AGE CHILD (6-12)

CONCEPT: Social Identify

OBJECTIVES:

SD —Trace the pattern of social development in school-age children.
IR —Identify special social problems of the school-age child and evaluate constructive solutions.

PRETEST:

—Trace the pattern of social development in school-age child.
—List special social problems of the school-age child and evaluate possible solutions.

LEARNING STRATEGIES:

—Read sources on social development of school-age child.
—Discuss the factor of family position and how it might influence social identity. How might parents work to lessen negative influences of family position.
—Explain the emotional upheaval of the 10/11-year old.
—Describe in chart form the social characteristics of the 6, 7, 8, 9, 10, 11, and 12-year old.
—Discuss possible reasons for wide separation of interests of two 11-year old girls. List influencing factors.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make five observations of school-age children interacting. Chart observations and draw conclusions about typical social development at various ages. Do your findings correlate with current resources? What social factors might cause changes in social characteristics at specific ages?

CHILD DEVELOPMENT

UNIT TITLE: THE SCHOOL-AGE CHILD (6-12)

CONCEPT: Moral Development

OBJECTIVES:

SD —Analyze four major influences in character development.
IR —Identify five stages in the development of character.

PRETEST:

—Analyze four major influences on character development.
—Identify five stages in the development of character.

LEARNING STRATEGIES:

—Read two sources about character development.
—Interview five children between ages 6 and 12. Consider their interpretations of "honesty." How do the interpretations differ?
—Compile a list of ways that parents may effectively influence moral development in their children. Consider negative parental influences.
—List and explain four major influences on character development. Create poster or bulletin board showing examples of these influences.
—Discuss various situations in our society that may be or appear to be in opposition to moral principles that we verbalize to children. Consider the confusion this may create in the child's thinking.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study in greater depth Piaget's stages of moral development and report to the class.

CHILD DEVELOPMENT

UNIT TITLE: INTERACTION BETWEEN FAMILIES AND/OR INDIVIDUALS AND COMMUNITY AGENCIES

CONCEPT: Children With Special Needs

OBJECTIVE:

SD —Identify six types of special needs children may have and explain how the home together
IR with community agencies might work to meet these needs.
SD

PRETEST:

—List six types of special needs which children may have and explain how the home together with community agencies might work to meet these needs.

LEARNING STRATEGIES:

—Work in six groups. Choose topic from the following list and discover factors about a particular child with a special need.
  troubled child
  disadvantaged child
  gifted child
  handicapped child
  child with sensory impairment
  neurologically handicapped child
Consider the following:
  Factors that have made him as he is.
  Special problems he encounters every day.
  Needs he has which transcend those of a normal child.
  How he can best be helped to find his own way or place in the world.

—Play roles of parents of children with special problems. How can agencies help? Why might it be best in some cases for the child with special needs to be away from home some of the time?

—List sources of help in the community for children with problems. Consider what specific help is given to parents of such children.

—Visit areas of varying income. List environmental conditions which may affect the children who live there.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read biographical sketches of persons who have been successful in spite of handicaps and report to class.

—Visit a class of slow learners or retarded children. Observe ways their needs are being met.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: INTERACTION BETWEEN FAMILIES AND/OR INDIVIDUALS AND COMMUNITY AGENCIES

CONCEPT: Child Care Outside The Home

OBJECTIVES:

IR —Compile a list of changes in our society which have brought about the need for child care
CE outside the home.

—Evaluate quality of child care agencies by developing criteria for judging such agencies.

PRETEST:

—List five changes in our society which have brought about the need for child care outside the home.

—Evaluate quality of child care agencies by developing criteria for judging such agencies.

LEARNING STRATEGIES:

—Gather statistics from many sources showing an increased trend toward women with dual role, and identify implications for child care.

—Interview several women who work outside the home to find how they provide adequate care for their preschool children.

—Consult a directory of community services to list the types and number of child care agencies in community or nearby communities. Analyze each type of facility in regard to offerings, cost, and fringe benefits.

—Brainstorm ways a working mother can compensate for being away from her child, such as reserving special time each day with each child, special "together" projects for weekends, helping with parties at child care center.

—Develop a checklist for evaluating child care agencies. Visit a child care center and evaluate it according to this checklist.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a careful study of all child care centers in or near your community. Compare costs, ages of children, facilities, child/teacher ratio, hours of care, etc. Create a bulletin board to report your findings.

CHILD DEVELOPMENT

UNIT TITLE: **WORKING WITH PRESCHOOL CHILDREN**

CONCEPT: **Purpose Of Nursery School**

OBJECTIVE:

HR —Identify five objectives which can be accomplished by a young child's nursery school experience.

PRETEST:

—List five purposes that nursery school experience can serve for the young child.

LEARNING STRATEGIES:

—Observe children in a nursery school, and list some of the ways you think they are benefiting from the experience. What benefits might be accrued that are not visible?

—Interview a nursery school supervisor to discover basic objectives of a particular nursery school program. Consider objectives you would want to add to this list.

—Interview several sets of parents to determine their objectives in enrolling their child in nursery school. Would you consider all of these to be sound objectives? What role does value orientation play in this situation?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Consider your local community and the preschool care needs that are present. Develop a plan for a preschool child care program including objectives, program, costs, parent involvement, teacher/pupil ratio and environmental situation.

CHILD DEVELOPMENT

UNIT TITLE: WORKING WITH PRESCHOOL CHILDREN

CONCEPT: Nursery School And Nursery School Teacher Characteristics

OBJECTIVES:

HR
SD
- —Describe a good nursery school teacher, including physical, mental, and emotional characteristics.
- —Identify criteria for evaluating a nursery school.

PRETEST:

- —Describe a good nursery school teacher, including physical, mental, and emotional characteristics.
- —List criteria for evaluating a nursery school.

LEARNING STRATEGIES:

- —Read selected references discussing characteristics of successful nursery school teachers.
- —Observe a nursery school teacher at work. Evaluate her action. Role play her situation and consider how you might have handled various events.
- —Compile a list of characteristics for nursery school teachers. How do these characteristics compare to characteristics for successful parenthood?

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Create a brief case study describing your child. Include age, characteristics, personality traits, sex, etc. Visit three nursery schools in the community and make a selection of the school most suited to your child.

LEVELS III-IV

CHILD DEVELOPMENT

UNIT TITLE: WORKING WITH PRESCHOOL CHILDREN

CONCEPT: Nursery School Techniques

OBJECTIVES:

IR —Identify three techniques for helping children to adjust to brief separations from parents and
HR to adjust to peers.
SD —Identify three effective techniques for guiding the behavior of children and six effective techniques for implementing discipline.
—Demonstrate ability to make and interpret observations in the nursery school.

PRETEST:

—List three techniques for helping children to adjust to brief separations from their parents and to adjust to peers.
—List three effective techniques for guiding the behavior of children and six effective techniques for implementing discipline.
—Make four observations in a nursery school and verbally interpret these observations.

LEARNING STRATEGIES:

—Observe a nursery school worker to see how he/she helps the child leave his parents and enter into the nursery school situation.
—Discuss specific techniques to help the dependent or shy child to make the nursery school adjustment.
—Compare the following types of observation records:
  informal, random notes
  diary record or running notes
  sampling records
  selected observations
—Interview nursery school workers concerning techniques that they find effective in their work.
—Role play situations showing use of the following techniques in working with preschoolers:
  State suggestions in a positive form.
  Give the child a choice only when you intend to leave the choice up to him.
  Your voice is a teaching tool. Use words and a tone which will help the child to feel confident and reassured.
  Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior "naughty" or "selfish."
  Redirect a child by his motives whenever possible.
  Avoid motivating a child by making comparisons between one child and another or by encouraging competition.
  The effectiveness of a suggestion may depend largely on its timing.
—Read selected sources to gain understanding of discipline. Distinguish between discipline and punishment.
—Discuss the meanings of permissive, authoritarian, and developmental discipline.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe a nursery school worker employing one or more of the following discipline techniques:
  Give choices.
  Suggest substitutes.
  Give face-saving commands.

Share the work.
Use key words. ("Johnny **needs** it.")
Be sensitive to the child's needs and values.
Keep things out of the way.
Reward; don't bribe.
Avoid a battle of wills.
Avoid danger spots.
Talk in a friendly way.

CHILD DEVELOPMENT

UNIT TITLE: Working With Preschool Children

CONCEPT: Nursery School Activities

OBJECTIVES:

SD —Identify the purposes of the following nursery school activities: creative play, science and
IR number activities, stories, language art, games, and snacks.

—Plan five each of the following activities for nursery school children: art, music, science, numbers stories, games and snacks.

PRETEST:

- —List purposes of the following nursery school activities: creative play, science and number activities, stories, language art, games, and snacks.
- —Plan five each of the following activities for nursery school children: art, music, science, numbers, stories, games and snacks.

LEARNING STRATEGIES:

- —Read selected references to ascertain purposes of nursery school activities.
- —Divide into two groups. One group presents activities for preschool children. The second group gives the purpose of the activity. Consider the value of the activities. Are some merely structural to consume time?
- —Observe activities in a nursery school. Consider ways to make better use of some activities.
- —Create specific plans for nursery school activities including the following: art, music, science, numbers, stories, games, and snacks. Consider all possible value that can be gained from each activity.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Plan specific activities for preschoolers and implement the plans using neighborhood children, church school group, or siblings. Evaluate the experience.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: NUTRITIONAL EMPHASIS IN DIFFERENT LIFE STYLES

CONCEPT: Current Research And Nutritional Analysis

OBJECTIVES:

SD —Appraise nutrients and their benefits in five foods in each of the four basic food groups.
HR —Research effects of five nutrients on laboratory animals.
—Compare six current nutritional research projects and create a plan to promote adequate nutrition.

PRETEST:

—List the nutrients and their benefits in five foods in each of the four basic food groups.
—Describe the effects of five nutrients on laboratory animals.
—Identify six current nutritional research projects and create a plan to promote adequate nutrition for yourself, classmates, or for family and friends.

LEARNING STRATEGIES:

—View filmstrips on sources and functions of nutrients in the body.
—Complete an outline of the nutrients, their functions, and sources, using assigned readings.
—Identify the nutritional deficiencies found in this country based on the National Nutritional Survey.
—Discuss with the school or county health nurse, the types of nutritional deficiencies and their results that are prevalent in the local area. Suggest ways that these deficiencies may be corrected.
—Ask agriculture students to relate the food resources of given countries to malnutrition.
—Read references on animal studies, completed and in progress.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Trace absorption and utilization of proteins, fats, starches, and sugars through the body.
—Check with the biology department to see if studies on animals and nutrition are currently being conducted.
—Secure a resource person from VISTA or the Peace Corps to share experiences in other countries regarding nutritional deficiencies observed there.
—Explain through a bulletin board or class newsletter how good eating habits affect your health now and in the future.
—Analyze some of the food fads and fallacies which have resulted in poor nutrition.
—Analyze snacks which furnish only empty calories.
—Read "Nuts Among the Berries" by Ronald Deutsch. Report to the class.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: NUTRITIONAL EMPHASIS IN DIFFERENT LIFE STYLES

CONCEPT: **Organic Foods**

OBJECTIVE:
SD —Analyze five claims made for organic foods and list pros and cons.
LS

PRETEST:
—Identify five claims made for organic foods and list their pros and cons.

LEARNING STRATEGIES:
—Read references on organic foods regarding philosophy and growing of them.
—Visit a health food store where organic foods are sold and compare prices with those non-organically grown.
—Interview a community resident who is an organic gardener.
—Discuss with the agriculture department, the effects of pesticides on food production.
—View films related to mass food production and compare this with the procedure needed to mass produce organically grown foods.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Compare the taste, size, and quality of organically grown foods with that of foods non-organically grown.

FOOD AND NUTRITION

UNIT TITLE: **NUTRITIONAL EMPHASIS IN DIFFERENT LIFE STYLES**

CONCEPT: **Minimal Subsistance**

OBJECTIVES:

SD —Compile information from public agencies on income in a community to determine assistance presently being given families on minimal subsistence.
HR
CE —Plan a week's menus to meet nutritional needs and stay within allotted money.
LS

PRETEST:

—Identify the amount of assistance from public agencies being given to families on minimal assistance in your community.
—Plan a week's menus to meet nutritional needs and stay within allotted money.

LEARNING STRATEGIES:

—Interview a representative of a public social service agency to determine the problems faced by families on minimal incomes. Tape record the interview for future use.
—Determine what kind of aid would have lasting effects on families with minimal incomes.
—Read references on foods used in low cost meals and determine availability of these foods for low income families.
—Compute the cost of menus, designated as low-cost, high-nutrient meals.
—Investigate to determine how the food stamp program works.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a presentation that would be useful in working with a low income family who has requested help in food planning and preparation. Keep in mind that reading skills may prevent the use of printed literature.
—Analyze foods which furnish empty calories.
—Identify parental influences on eating habits of children.

FOOD AND NUTRITION

UNIT TITLE: NUTRITIONAL EMPHASIS IN DIFFERENT LIFE STYLES

CONCEPT: **Minimal Time And Energy**

OBJECTIVE:

SD —Plan and prepare three nutritionally adequate meals that would take only 45 minutes to prepare, serve, eat and clear.
LS
HR

PRETEST:

—Provide written plans for three nutritionally adequate meals that would take only 45 minutes to prepare, serve, and clear.

LEARNING STRATEGIES:

—Visit a local supermarket; identify convenience foods available in the basic four food groups that require minimum of preparation time.
—View filmstrips available on various food preparation techniques that require minimal time.
—Read pamphlets pertaining to quick food preparation.
—Identify three pieces of food preparation equipment which reduce preparation time; learn to operate them - example: pressure saucepan.
—Prepare simple meal service that reduces serving time.
—Analyze the dual role homemakers' food expenditures, considering such things as purchase of convenience foods, need of special equipment, and methods of serving.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview persons to determine their favorite quick-to-fix meals. Ask for recipes when needed.
—Make arrangements to visit your local utility company to view a demonstration on modern cooking equipment.

FOOD AND NUTRITION

UNIT TITLE: FOODS FOR SPECIAL SITUATIONS

CONCEPT: Illness

OBJECTIVES:

SD —Analyze five situations when persons are ill and when regular meals need to be changed to
LS aid in recovery, and plan how to make the changes.
HR —Prepare and serve three meals—liquid, soft, and convalescent—that would be adapted
from a regular family meal.

PRETEST:

—Plan changes in regular meals needed to aid the recovery of ill persons.

—Plan for the preparation and service of three meals—liquid, soft, and convalescent—that would be adapted from a regular family meal.

LEARNING STRATEGIES:

—Read references on food preparation for ill persons.

—Invite a hospital dietitian to discuss with the class the types of diets needed by ill persons.

—Simulate real life situations where persons require liquid, soft, and convalescent diets. Identify the foods suitable for each.

—Identify the sources of help available to families who have to prepare special meals for ill persons in their care.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—With the aid and counsel of a local family, prepare and serve a meal to an ill person who would benefit from the visit as well as the food.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: **FOOD FOR SPECIAL SITUATIONS**

CONCEPT: **Physical And Health Differences**

OBJECTIVES:

SD —Determine and plan menus for five physical and health differences that would require special nutritional attention.

HR —Prepare variations of three meals for overweight and underweight persons.

PRETEST:

—Determine and plan menus for five physical and health differences that would require special nutritional attention.

—Plan variations of three meals for overweight and underweight persons.

LEARNING STRATEGIES:

—Report on the combination of factors, including diet, which relate to heart disease.

—Discuss the problem of obesity in the United States. Refer to studies on the problem of obesity, and suggest ways of curbing the problem.

—Identify the various weight reduction diets available for people's choosing, including fad diets.

—Ask a doctor to discuss various diet control methods; tape the conversation in the office or ask for a visit to the classroom.

—Discuss the reasons for emphasis on iron, Vitamin C, E, and others.

—Discuss with the school coach the dietary needs of an athlete in training.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Listen to a speaker from Weight Watchers or TOPS.

—Listen to a career model discuss figure control (evaluate her methods).

—Use a calorie chart to determine calorie intake for a given day. How may diet be adjusted to reduce calories and still be nutritious.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: FOODS IN SPECIAL SITUATIONS

CONCEPT: Emergency And Impromptu Meals

OBJECTIVES:
HR —Create a plan to provide nutritionally adequate food in an emergency situation such as would result from a bomb, tornado, flood, or energy reduction.
—Plan an "emergency shelf" for unexpected guests or crisis situation.

PRETEST:
—Create a plan to provide nutritionally adequate food in an emergency situation such as would result from a bomb, tornado, flood, or energy reduction.
—List food items that could be on an "emergency shelf" for unexpected guests or emergency situations.

LEARNING STRATEGIES:
—From a discussion with a local unit of the National Guard or Red Cross, determine what an emergency situation such as a bomb, tornado or flood is like.
—Based on what emergency situations are like, determine what food supplies would best serve the situation and where they would best be stored.
—Watch the newspaper for coverage of disasters and determine what is being done in regard to the people's food supply.
—Ask a local hostess to tell the class how she stays prepared for the food needs of unexpected guests.
—Identify ways in which energy may be conserved in food preparation and service.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Investigate the food shelves at home to see what would be suitable to serve to unexpected guest.
—As an FHA project, prepare baskets of food for local families who are facing crisis situations in which food would be appreciated.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR ALL PHASES OF THE LIFE CYCLE

CONCEPT: Pregnancy And Lactation

OBJECTIVES:

SD —Plan a week's menus and prepere one meal for a family where one member is pregnant.
LS —Evaluate nutritional needs of the lactating mother and make adaptaions in a family meal
HR to meet needs.

PRETEST:

- —Plan a week's menus and make plans for the preparation of one meal for a family where one member is pregnant
- —Identify the nutritional needs of a lactating mother and make adaptations in a planned family meal to meet her needs.

LEARNING STRATEGIES:

- —Read references on the dietary needs of the pregnant woman and the lactating mother.
- —Discuss with an obstetrician or an obstetrics nurse the dangers of an inadequate diet to the mother or infant.
- —Identify the special dietary needs of a pregnant teenager.
- —Read the many approved pamphlets available on dietary needs of pregnancy. Put together packets of information which would be helpful to pregnant teenagers or women in the area.
- —Evaluate menus provided for you to determine their adequacy for the pregnant woman or lactating mother.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Compare the information found in popular women's magazines regarding meals for the pregnant woman to the information disseminated through pamphlets available in doctor's offices or through parent-preparation programs.
- —Visit a parent-preparation program during the time that diet is being discussed.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR ALL PHASES OF THE LIFE CYCLE

CONCEPT: Infants And Toddlers

OBJECTIVES:

SD —Appraise five changes needed in equipment, time and energy as well as food adaptations of
CE family meals when feeding infants or toddlers.
LS —Adapt food served to a family to meet needs of two and three year olds.
HR

PRETEST:

—List five equipment, time and energy and food adaptations needed in daily meals when feeding infants or toddlers.

—List foods that are suitable to meet the nutritional needs of two and three year olds.

LEARNING STRATEGIES:

—Read references on feeding infants and toddlers.

—Visit a department store where baby equipment is displayed to determine the equipment available for feeding infants and toddlers. Decide which equipment is more essential than others; identify suitable substitutes for the non-essential equipment.

—Prepare your own baby food utilizing food from the family's meal, using the blender where possible.

—Compare the cost of commercially prepared baby food with that of baby food prepared at home.

—Interview parents or babysitters of toddlers to decide what foods and food service are suitable for two and three year olds. Share any new ideas with those people interviewed.

—View filmstrip or film on food habits of infants and toddlers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss with a doctor or nurse how adult attitudes regarding food affect the infant and toddler.

—Visit a pre-school to observe the eating habits of young children.

—Record observations of a young child's eating habits with whom you live or babysit.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR ALL PHASES OF THE LIFE CYCLE

CONCEPT: Young People And Adults

OBJECTIVE:
SD —Adapt one day's family meals for male and female teenagers, hard physical laborers and
HR sedentary adults.

PRETEST:

—Identify the food needs of male and female teenagers, hard physical laborers, and sedentary adults; plan one day's family meals accordingly.

LEARNING STRATEGIES:

—Read references pertaining to the dietary needs of male and female teenagers, hard physical laborers and sedentary adults.
—List occupations which influence the food intake of its workers.
—List foods which provide quick sources of energy and ones which are slow energy givers.
—Ask the school nurse to explain the metabolism rates of individuals and its effect on the amount of food consumption.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a local restaurant and interview the waitress to determine the type of clientele and the meals which they order. Analyze menu for sutability to various types of food needs.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR ALL PHASES OF THE LIFE CYCLE

CONCEPT: Geriatric Stage

OBJECTIVE:

HR —List ten changes necessary for planning, preparing and serving meals for elderly people.
LS

PRETEST:

—List ten changes perhaps necessary for planning, preparing, and serving meals for elderly people.

LEARNING STRATEGIES:

—Read references pertaining to food for the elderly.
—Interview the dietitian of a home for the elderly to determine food needs of geriatric patients.
—List foods which are usually poor choices for elderly people and explain why.
—Consider food serving procedures for the elderly who may have sight or muscle impairments.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Participate in volunteer work at a local hospital or home for the aged and observe their food practices.
—Prepare meals for a local geriatric resident who would profit from the social contact as well as from appropriate food.

FOOD AND NUTRITION

UNIT TITLE: SCIENTIFIC AND EXPERIMENTAL ASPECTS OF FOOD PREPARATION

CONCEPT: Scientific Principles Of Food Preparation

OBJECTIVE:

SD —Experiment in the laboratory on two foods from each of the four basic food groups and evaluate effect of heat, air, moisture and selected additives as well as equipment and storage needed.

PRETEST:

—Select two foods from each of the four food groups and list the effects of heat, air, moisture, and selected additives as well as equipment and storage needed.

LEARNING STRATEGIES:

—Read references on scientific principles to observe in preparing and storing foods in the basic four food groups. List the principles involved in preparing two foods in each of the four food groups.
—Keep a laboratory record of the food preparation principles emphasized with each preparation experience.
—Select an experiment from the teacher and demonstrate the principle involved.
—Given a list of food preparation failures, identify the scientific principles that were not observed in their preparation - example: leathery protein foods, thin meringues, lumpy sauces, brown-green vegetables.
—Observe the work of other students who are experimenting with the scientific principles of food cookery. Add their findings to the laboratory record of experiences.
—Identify additives which affect the freshness and palatability of food; refer to reading references and food labels.
—Identify the moist and dry methods of cookery.
—Relate personal cleanliness when preparing food to diseases which may be transmitted in food; also list the types of food which provide the best media for bacterial growth.

POSTTEST:

—Ask teacher for posttest.

QEUST, IEE AND FHA SUGGESTIONS:

—Keep a record of foods prepared at home where correct scientific principles were used in their preparation.
—Study and compile information on:
effect of temperature on certain foods;
effect of exposure to air on certain foods;
effect of over mixing on baked products;
effects of under mising on baked products;
effects of under and over cooking on certain foods.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: SCIENTIFIC AND EXPERIMENTAL ASPECTS OF FOOD PREPARATION

CONCEPT: Current Trends In Food Technology

OBJECTIVES:

SD —Compare four prepared items with home prepared products from basic ingredients as to
HR quality, time and energy, cost, appeal, and equipment needed.
—Analyze four new food technology products.

PRETEST:

- —Identify and compare four prepared items with home prepared products from basic ingredients as to quality, time and energy, cost, appeal, and equipment needed.
- —Identify and analyze four new food technology products.

LEARNING STRATEGIES:

- —Using references, write definitiions for terms related to food production and processing; food additives, firming agents, irradiation, dehydrofreezing, dietetic foods, heat sterilization, bacterial action, oxidation.
- —Report on ways the United States Department of Agriculture helps keep food safe.
- —Listen to a food technologist discuss research being done on food.
- —Investigate and report on new food products being developed such as protein foods, or sea products.
- —Prepare a product from scratch and compare it to a similar item prepared from a ready-mix box or a frozen prepared container. Use classmates as taste testers. Keep records of time, cost, and energy expenditures.
- —Read about research being done as food technologists attempt to meet the growing food needs in the world.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Report on articles regarding food being taken off the market when the Pure Food and Drug Administration declares it unsafe.
- —Vist a food processing plant to observe quantities, quality, and other factors apparent in processing ready to serve items.

FOOD AND NUTRITION

UNIT TITLE: CULTURAL, SOCIAL, AND AESTHETIC VALUES OF FOOD

CONCEPT: Regional And Foreign Cookery

OBJECTIVE:

SD —Create and serve authentically three meals for friends or family using foods typical of three different countries or regions of our country.
IR
LS

PRETEST:

—List a minimum of three regions of this country and three other countries that have distinctive foods and contrast the foods and customs of each of the regions and countries.

LEARNING STRATEGIES:

—Using community residents, local college students, exchange students, library resources and cookbooks, collect and categorize food and customs common in regions of the United States and in other countries.
—Identify some of the chief characteristics of Creole, French, Spanish, Scandinavian, Chinese and German cookery.
—Study the foods and food customs commonly used in Hawaii and Alaska.
—Discuss influences of customs, tradition, travel, life style, and values on eating patterns.
—Visit the foreign foods section of a supermarket to discover new foods and their cost.
—Study terms such as luau, smorgasbord, continental breakfast, country cookin' and others often encountered by tourists.
—Discover the kitchen facilities and equipment used in regions or countries.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a detailed study of a specific region with regard to food specialties, and plan, prepare and serve a typical meal of this region.
—As an FHA program or class project, dine out in a restaurant which specializes in a particular food of foreign influence.
—Plan an evening where classmates and families prepare and bring foods typical of regions of the United States and of other countries. Include costumes and decorations typical of the areas.
—Research some of the factors which have affected the development of New England cookery, Southwestern cookery, Creole cookery and others.
—Several classmates plan a program on regional foods to be presented in an elementary classroom.
—Plan and publish your own regional cookbook with the cooperation of classmates who interview local residents to determine their favorite recipes; this is similar to the idea which inspired a group of high school students to write the books, Foxfire and Foxfire II.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: CULTURAL, SOCIAL AND AESTHETIC VALUES OF FOOD

CONCEPT: **Entertaining At Home And Away**

OBJECTIVES:

SD —Demonstrate the ability to coordinate table appointments, linens, and decorations to
LS enhance mealtime for family and guests.
CE —Compare and evaluate cost, time and energy and results of entertaining guests at home vs.
HR restaurants, self-prepared meal vs. catered meal, sit-down meal vs. buffet, picnic vs. formal meal, cook-out vs. cook-in.

PRETEST:

—Design two table settings by combining appropriate appointments, linens, and table decorations.

—Compare and evaluate cost, time and energy and results of entertaining guests at home vs. restaurants, self-prepared meal vs. catered meal, sit-down meal vs. buffet, picnic vs. formal meal, cook-out vs. cook-in.

LEARNING STRATEGIES:

—Read references on entertaining at home. Categorize types of service, table setting, table appointments, table decorations, and ways of serving food while entertaining.

—Gain experience in using each style of food service by role playing with all props except food.

—List life style factors that should be considered when selecting a style of meal service.

—List some foods that seem to be more adaptable to one style of service than another—example: platters of ham, turkey, large relish tray.

—Discuss advantages of buffets, outdoor picnics and of outdoor cooking.

—List advantages and disadvantages of entertaining friends at a restaurant, or by providing a catered meal for them; among other, consider convenience, cost, variety of foods.

—Plan, prepare and serve a guest dinner (guests may be school officials, community residents, parents, or others). In the plan of work include the menu, division of duties, type of meal service and table appointments.

—Discuss how rapidly changing life styles have changed commonly accepted styles of table service.

—Evaluate a display of outdoor cooking equipment.

—List techniques which result in successful outdoor cooking, using given resources.

—Create a bulletin board using cartoons depicting humor in food entertaining.

—Refer to given references for a study of coordinating table appointments.

—View a film on the making of table appointments.

—Prepare a list of terms that apply to table appointments. Find an example of each, where possible, to share with the class.

—Visit a department store for a conducted tour thru table appointments.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a meal at home using one of the styles of service not commonly used. Prepare a written report of your duties as hostess. Evaluate the total experience.

—Explain in a report the values of variety and attractiveness of meal service.

—Plan and prepare a meal at home for a family gathering. Choose type of menu and service that would accommodate a large group in the home.
—Volunteer to serve as a waitress at a school banquet.
—Plan a bridal shower. Include items shown in reference reading.
—Compile a recipe file of hors d'oeuvres and canapes. Gain experience in making party sandwiches, perhaps for an FHA or other school organization event.
—At home give a new type of party which you have never before tried; utilize information obtained in class and implement all plans for the entertainment of guests.
—Plan a birthday party for a child; be creative in table decorations and in food prepared and served.
—At home plan, prepare, and serve a cook-out for family and guests.
—Read resource materials on table appointments throughout periods of time in history.
—Make placemats, napkins, or luncheon cloths with decorative stitching, fringing or other decorative techniques; coordinate them with items at home or in a hope chest.
—Arrange for a resource person to demonstrate centerpiece arrangements, including fruits, flowers and other appointments.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: CULTURAL, SOCIAL, AND AESTHETIC VALUES OF FOOD

CONCEPT: Creative Cookery

OBJECTIVES:

SD —Create two new recipes using spices and herbs in one.
IR —Serve a meal to guests with the help of a friend and use aesthetically appealing table
HR appointments that carry out a special theme.

PRETEST:

—Write two original recipes using spices and herbs in one.
—Make plans for serving a meal to guests with the help of a friend and use aesthetically appealing table appointments that carry out a special theme.

LEARNING STRATEGIES:

—Visit the spice department of a supermarket to determine what is available for recipe creation. Take along a spice chart of suggested uses for individual spices.
—Determine if family or community recipes are available that are distinctive to your locality. Try them.
—Refer to cookbooks that have references on the use of spices and herbs. Experiment with some of them in food preparation.
—Look at several illustrations of dinner tables, noting foods selected, table appointments, and types of service used.
—See what is available in the laboratory for use in preparing and serving a meal with aesthetic appeal.
—Choose one frozen vegetable from those available and use three different seasonings with the vegetable for taste testing by classmates.
—List possible dinner themes that are extraordinary example: "leftovers celebration" for after holiday leftovers; invite friends and neighbors to bring their leftovers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Start a collection of inexpensive cookbooks available from most parts of the United States—example: **Cooking Fish and Game,** Missouri Department of Conservation, **Colonial Kitchen Herbs,** Hutcraft High Point, North Carolina.
—Organize free recipe resources available in most home economics departments so that they are useful in new cooking endeavors.

FOOD AND NUTRITION

UNIT TITLE: FOOD IN TODAY'S ECONOMY

CONCEPT: Consumer Purchase Of Foods—Legal And Personal Influences

OBJECTIVES:

CE —Evaluate information required by law to be on labels on cans, packaged foods, fresh
LS produce, meat and in restaurants and institutions.
HR —Appraise ten legal health requirements that facilities and personnel in public eating places must meet.

PRETEST:

—List the information required by law to be on labels of cans and packages of food.
—Identify ten legal health requirements that facilities and personnel in public eating places must meet.

LEARNING STRATEGIES:

—Create a label for a fictitious food, including information required by law, helpful information, and promotional information. Refer to government legislation regarding labeling, including nutritional labeling.
—Identify the requirements of labeling perishable foods.
—Identify the functions of the following as they apply to the control of food production and portection for the consumer:
  Ohio and United States Departments of Agriculture
  Ohio and United States Public Health Service
  Food and Drug Administration (FDA)

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Appraise what government action is taken when food is falsely labeled.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: FOOD IN TODAY'S ECONOMY

CONCEPT: Consumer Purchase Of Foods—Legal And Personal Influences

OBJECTIVES:

—Compare differences in cost, nutritional value and preparation techniques for three foods in and out of season, two frozen, canned and fresh foods, tender and tough cuts of beef, two packaged and bulk foods, three convenience and "scratch" foods, two packed lunches and school or restaurant lunches.
—Evaluate the reasons for the amount of money one spends on food for one week.
—Analyze and explain how eight grocery shopping rules, if followed, should result in consumer and producer satisfaction.

PRETEST:

—Compare differences in cost, nutritional value and preparation techniques for three foods in and out of season, two frozen, canned and fresh foods, tender and tough cuts of beef, two packaged and bulk foods, three convenience and "scratch" foods, two packed lunches and school or restaurant lunches.
—Appraise ten circumstances which influence the amount of money one spends on food for one week.
—Identify eight shopping rules that, if followed, should result in consumer and producer satisfaction.

LEARNING STRATEGIES:

—Compare cost and convenience of different forms in which given foods can be purchased.
—Read assigned readings to find out about the roles of food producer, wholesaler, retailer; determine how they effect the food budget.
—Discuss the relationship of life styles to amount of money spent for food—example: game hunter, vegetarian, gourmet, dual role homemaker.
—Discuss why a planned market order helps the shopper to stay within a food budget.
—Visit a grocery store or view films to learn about buying fresh fruits, vegetables, and tender and less tender cuts of beef.
—Specify shopping guides for each of the four basic food groups.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss with the school dietitian the differences and similarities of food purchases for home and for institutional cooking.
—Discuss with representatives of varying life styles how their food habits and costs are different.
—Compile a list of guidelines that would aid the shopper in staying within a limited budget. Distribute to several shoppers for a trial use.
—In cooperation with the family, do grocery shopping for two weeks using the shopping techniques studied; keep records and report the results.
—Observe the preparation of lunches in the school cafeteria for two days. Discuss with the head cook, the cost of lunches as well as technique used in their preparation.
—Interview students as to their knowledge of quantity food preparation and its limitations.
—Tape a day in the life of a local restaurant operation. Secure the cooperation of the restaurant manager. Share with classmates.
—Plan meals for a day that are nutritional on low cost, moderate cost and high cost bases.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: FOOD IN TODAY'S ECONOMY

CONCEPT: Storage And Utilization Of Food

OBJECTIVES:

SD —Prepare six different types of food items for storage utilizing acceptable storage containers
CE and materials and explain why each was used.
LS —Select quantities of food and determine form in which to be purchased based on the amount of money and storage available in three life styles situations and justify the selections.

PRETEST:

—List acceptable storage containers and materials for six different food items and explain why each method would be used.

—Select quantities of food and determine form in which to be purchased based on the amount of money and storage available in three life style situations and justify the selections.

LEARNING STRATEGIES:

—Survey grocery shelves and then list the various containers and materials available for storing food items, noting the food items for which they are suitable.

—Consider what recycling of containers and materials can be utilized in food storage.

—View filmstrip on forms in which food may be purchased. Consider storage needs.

—Demonstrate preparation of each form of a food available. Compare cost and storage needed for equal amounts of each form of the food chosen.

—Read a reference to determine serving size and number of servings per pound of various foods.

—Compare food purchases and storage techniques by two college students sharing an apartment and food purchases of parents with teenaged children.

—Compare the possible food storage needs of a country farm family to that of apartment dwellers close to large supermarkets and restaurants.

—Identify technological developments in food storage such as freeze dried, food sticks, others.

—View examples of foods which have been improperly stored—example: vegetables frozen too long, bread improperly wrapped for freezing, meat with freezer burn.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Display what's new in convenience food packages.

—Locate someone in the community who dries, cans, freezes, and smokes food for storage. Use this person as a resource for individual or class projects.

—Research from pioneer methods to today's technological developments in food production and preservation.

—Plan a picnic using food which must be cooked after arrival. Discuss storage of uncooked meat and other foods requiring special handling when transported to another location. Relate the importance of proper storage of foodstuffs containing mayonnaise and eggs.

FOOD AND NUTRITION

UNIT TITLE: EQUIPMENT SELECTION, USE AND CARE

CONCEPT: Current Trends

OBJECTIVE:
CE —Appraise benefits and disadvantages of twenty current pieces of equipment.
SD

PRETEST:
- —Identify the benefits and disadvantages of twenty current peices of equipment on display in the laboratory or in pictures.

LEARNING STRATEGIES:
- —Participate in a conducted tour through a local appliance store and complete a chart outlining cost and features that will influence consumer choices.
- —Contact an electrician who can professionally explain the need for adequate wiring when installing major appliances.
- —Study specification sheets to become familiar with the kind of information one should expect to learn before buying any appliance.
- —Identify gimmicks which are merely selling points for the manufacturer.
- —Plan and prepare a meal using all small electric appliances.
- —Evaluate cleaning supplies recommended for varying surface materials.
- —Make a comparison of the heat distribution of various materials by coating pan with fat and flour and heating for a specific period of time at the same temperature. Determine hot spots, evenness of browning, speed of heating and heat retention of each material used.
- —Role play a young couple shopping for their first set of utensils and small appliances. Determine from the play how the needs and values of the couple affected their choices.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Evaluate features of the major appliances at home to determine which features are actually being used.
- —Relate experiences in service of appliances purchased locally.

LEVELS III-IV

FOOD AND NUTRITION

UNIT TITLE: EQUIPMENT SELECTION, USE AND CARE

CONCEPT: Management Features

OBJECTIVES:

CE —Prepare and evaluate the same meal on both a standard range and an electronic range,
SD comparing time, quality of appeal, and cost.
HR —Compare and evaluate for use in good management principles, five new pieces of equipment that have been on the market only within the last five years.

PRETEST:

—Plan a meal to be prepared on both a standard range and an electronic range identifying any expected differences in time, cost, and quality.

—Identify five pieces of equipment that have been on the market within the past five years and evaluate their use according to good management principles.

LEARNING STRATEGIES:

—Using the appliances in the foods lab, evaluate the need for these in the immediate family situation in terms of the family's values and life style.

—List the benefits of owning a dishwasher, garbage disposal, electronic oven, compacter, and freezer.

—Visit the small appliance department of a retail store to determine what is now on the market. Be prepared to ask questions of the sales people.

—Interview people to determine what small and major appliances they own, the frequency of use, and opinions of the equipment as expressed by the owners.

—Present to the class, a demonstration of a given appliance. Include information concerning construction and care.

—Discuss with owners of electronic ranges, their benefits and disadvantages.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—As an FHA program, invite mothers to view an electric company demonstration and lecture on new appliances on today's market.

—Determine the cost of equipping a kitchen with specific utensils and small appliances by using catalogue prices or through visitation to a local department store.

LEVEL III-IV

FOOD AND NUTRITION

UNIT TITLE: EQUIPMENT SELECTION, USE AND CARE

CONCEPT: Special Situations

OBJECTIVES:

SD
LS
CE

—Analyze and relate five differences needed in food preparation equipment, and how it would be used and cared for if the homemaker were handicapped by being in a wheel chair, had only one arm, was blind or could not hear.

—Determine five situations in the life cycle when there would need to be differences in equipment selection, use and care.

—Select and use, or explain use and care of equipment for outdoor cookery, back-packing, emergency situations, when there is a bed patient in the home or when entertaining large groups both formally and informally at home.

PRETEST:

—List special food preparation equipment available for use by handicapped homemakers who are in wheel chairs, have only one arm or who are blind or deaf.

—Determine five situations in the life cycle when there would need to be differences in equipment selection, use and care.

—Identify special equipment that is available for outdoor cookery, back-packing, emergency situations, a bed patient, or when entertaining large groups both formally and informally.

LEARNING STRATEGIES:

—Read references on special provisions related to kitchen equipment for handicapped individuals.

—Interview an agency representative who aids handicapped individuals to be self-sufficient at home—example: Multiple Sclerosis Society.

—Discuss how a toddler in the home affects the selection, use and care of equipment.

—Determine minimum needs of back-packers out for a week long trip. Interview backpackers, where possible, to gain information from experienced people in this hobby.

—List equipment available for outdoor cookery, bed patients and when entertaining large groups. Evaluate pieces as to usability, cost, ease of storing.

—Check with rental agencies to discover what equipment is available for various special situations, as well as the cost and terms of rental. Compare rental versus ownership of these pieces of equipment.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview handicapped individuals who have been helped by special equipment and proper instruction.

—Visit or write local utility company to secure information on special equipment for outdoor cookery. Share with the class.

LEVELS III-IV

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: LANGUAGE OF FASHION

CONCEPT: Theories Of Fashion

OBJECTIVES:

SD
- —Identify five fashion trends that have been repeated within the past twenty to twenty-five years.
- —Recognize the five basic dress designs according to lines and relate them to present day fashions.
- —Explain two incidents that illustrate how the way you were dressed affected your behavior.

PRETEST:
- —Identify five fashion trends that have been repeated within the past twenty to twenty-five years.
- —List the five basic dress designs according to lines and relate them to present day fashions.
- —Explain two incidents that illustrate how the way you were dressed affected your behavior.

LEARNING STRATEGIES:
- —Write five short paragraphs that relate stories obtained from people that prove fashion trends usually repeat themiselves in twenty to twenty-five year cycles. Specify five fashion trends which have been repeated in the past twenty-five years.
- —Read selected references on fashion.
- —View slides or filmstrips on fashion trends.
- —Cut out pictures of present day dressed that are in fashion. From which basic dress design did each originate?
- —Explain two incidents that relate your behavior to your dress.
- —Describe the outfits you are most comfortable wearing. Do you behave differently in these clothes?

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Make a scrapbook of fashion trends which portrays trends in a given period of history.
- —Relate fashion trends with historical events.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: LANGUAGE OF FASHION

CONCEPT: Role Of The Fashion Industry

OBJECTIVES:

SD CE
- —List three different approaches a designer might use in designing clothing for a manufacturer.
- —Define three responsibilities a retail buyer assumes for a store.
- —List three ways a consumer influences the clothing manufacturer in his business activities.

PRETEST:
- —List three different approaches a designer might use in designing clothing for a manufacturer.
- —Define three responsibilities a retail buyer assumes for a store.
- —List three ways a consumer influences the clothing manufacturer in his business activities.

LEARNING STRATEGIES:
- —Read selected references on the fashion industry.
- —Take a field trip to view at least one aspect of the garment industry.
- —Listen to a guest speaker on retailing.
- —View a filmstrip on the production of apparel.
- —Make a brief sketch of an original design you think would appeal to the public.
- —Name two or three examples where clothing purchases acted as ballots cast to continue the manufacture of that merchandise.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA ACTIVITIES:
- —Compare like merchandise available in two different types of stores as to design, construction, fabric and price.
- —Write a report on a person who had an effect on the fashion industry, such as Issac Singer or Elias Howe.
- —Investigate ways in which the Better Business Bureau helps the consumer.

LEVELS III-IV

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CLOTHING CONSTRUCTION AS CREATIVE EXPRESSION

CONCEPT: Individualized Skills In Construction

OBJECTIVES:

SD
HR

—Recognize five different figure types from eight used by pattern companies.

—Select a pattern that will meet your figure needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.

—Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.

—Select fabric in relation to chosen pattern.

—Determine necessary adjustments and make needed pattern alterations according to the measurements of the wearer.

—Lay out pattern on fabric according to guide sheet of selected pattern.

—Recognize twelve parts of the sewing machine and their use in stitching.

—Demonstrate that you can thread sewing machine according to the machine manual within five minutes.

—Identify ten safe and effective work habits for using equipment in clothing construction.

—Construct a garment which will demonstrate, according to individual goals and accomplished skills, the development of new or improved skills in the following construction techniques:

Preparation of fabric construction techniques
Cutting of fabric and marking for construction
Basic seams and needed finishes
Darts
Hems
Facing
Fasteners
Collars
Interfacing
Sleeves
Zippers
Waistband
Lining
Bound buttonholes

—Evaluate constructed garment for workmanship standards as predetermined by the class.

PRETEST:

—Identify five different figure types from eight used by pattern companies.

—From a selected group of patterns, choose a pattern that will meet your needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.

—Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.

—Complete a practical test by making a shopping list for class project. Include:

Name of pattern
Pattern number
Required style and size
Required fabric in yards
Necessary notions
Small sewing equipment, if needed

- —List personal adjustments needed on patterns.
- —Draw a sketch showing placement of pieces of a pattern on fabric.
- —When given a card stating a part of the sewing machine, point the part out to your teacher.
- —Show your teacher within five minutes that you can thread the sewing machine according to the machine manual.
- —List ten safe and effective work habits in clothing construction.
- —Does not apply until after construction processes are completed.
- —Particiapte in class discussion to approve of a form to be used for evaluation of completed garment.

LEARNING STRATEGIES:

- —List and identify the different figure types used by a pattern company.
- —Have someone measure you and then determine what size pattern you need.
- —From the pattern books available, select a pattern that will meet your figure needs, portray your personality, be suitable to your ability and be enjoyable to wear.
- —Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.
- —Explain why you selected the material you did for this pattern.
- —Fit your pattern to you after watching a demonstration on this by your teacher.
- —Lay out pattern according to guide sheet.
- —Read selected references on present day sewing machines, from texts as well as machine manuals.
- —Observe a demonstration and/or films on the function of each part of the sewing machine.
- —Watch a demonstration on how to sew a straight seam.
- —Demonstrate your ability to operate the machine while stitching a straight seam. Follow techniques given in the demonstration.
- —Sew various stitch lengths and tell when it is proper to use each stitch length.
- —Watch a demonstration of safe and effective work procedures.
- —Compile a list of safety practices to be used during clothing construction.
- —Prepare at least four containers to use for small sewing supplies that can be used in the school laboratory or at home such as: waste can, pin cushions, scissors holder, small equipment box or basket.
- —Observe demonstration and audio-visual aids to obtain information on step-by-step procedures for construction techniques.
- —Following oral and written instructions, construct a garment which will demonstrate, according to class standards, the development of new or improved skills.
- —Evaluate constructed garment for workmanship standards as predetermined by the class.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Construct a child's garment.
- —Become more familiar with the various patterns available.
- —Select two out of five figure types and compare for pattern measurements between two pattern companies.
- —Make a study of the different methods of alterations.
- —Compare the traditional pattern with the "recommended for knits" and "for knits only" patterns.
- —Display or model a completed garment.
- —At home make a similar garment which requires one additional construction process.
- —Construct a garment which requires advanced skills either in use of pattern or fabric.
- —Select a pattern and/or fabric that will present a challenge for your knowledge and skills in clothing and skills in clothing construction.
- —Construct a household article or garment.

—**Recycling Project:** Plan and execute recycling projects appropriate to skill and experience. Examples of a recycling project are:

Before	After
Banquet linen tablecloth	Card table cloths, place mats, napkins
Culottes	Skirt
Sleeved sweater	Sleeveless sweater
Turtleneck sweater	Vest
Bedspread	Wall hanging
Adult garment	Child's garment

—Construct articles for service organizations using the "assembly line construction process."

—Teach small children or adults to use the sewing machine. (Example: Girl Scouts)

—Collect samples of contemporary fabrics and practice different types of construction techniques, such as buttonholes, on each. Make comparisons and evaluate results.

—Develop a plan for and make a creative project from scraps or remanents using the attachments and automatic features of the sewing machine.

—Show creativity in design with materials by constructing an article that adds a decorative touch to the home. (Examples are: wall hanging, rug, pictures, etc.)

—Present a style show for elementary school children.

—Prepare exhibits for fairs and for shopping centers or malls.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING

CONCEPT: Selection

OBJECTIVE:

LS —Recognize a minimum of six housing alternatives and how their choice is related to life
IR style and life cycle.

PRETEST:

—List six types of housing available and indicate how life style and life cycle may influence housing selection.

LEARNING STRATEGIES:

—Read references on housing of today and tomorrow.

—Individually or in groups, collect or make drawings of houses of today and of the future. Summarize your conclusions and make a report to the class.

—Use the above illustrations to make a bulletin board. Identify the major kinds of materials used in the housing illustrations.

—Read a reference on moving.

—Read references on choosing a place to live.

—Illustrate how various stages of the family life cycle affect housing needs.

—Make a list of terms relative to housing areas and define or explain them.

—Identify community factors that may influence a choice of place to live.

—Make a list of housing alternatives available to families. Discuss the advantages and disadvantages of each. Indicate how life styles and life cycles influence one's selection of a place to live.

—Read and evaluate the advertising for land, houses and apartments in your local and nearby metropolitan papers to learn how much information is supplied to the reader looking for a place to live. Report to the class.

—Read references on 17th, 18th, and 19th and 20th century homes. Collect illustrations or make drawings and give three characteristics of each style identified.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a report on population patterns and their effect on trends in housing.

—Invite a guest speaker—someone who moves a lot or a representative of a moving firm — to talk about the problems of moving.

—Identify the types of housing available in the area served by your school. On a map of the district show the location of single-family dwellings, duplex houses, apartments for rent, cooperative apartments, condominium apartments, town houses, mobile-home parks and estates.

—To the above map add the location of schools, churches, libraries, parks, theaters, shopping centers, hospitals, clinics, and other public facilities.

—Collect news articles relating to land use, community planning, building design, new construction methods, and new materials. Analyze the articles and discuss developing trends in housing.

—Read references and write a report on the history of housing. Include illustrations.

—Form groups to tour various areas of your community, and take pictures of interesting older homes or buildings, even though they may look shabby. Identify the distinguishing architectural features.

—Outline the factors you feel will afect your housing decisions after graduation. Consider the following questions: Will your first housing be a house, apartment for a couple, a single's apartment, or a dorm room? What values, goals, and standards do you have for you housing? What resources will be available? What interests, activities and patterns of living may influence your decisions? Have you developed tastes and preferences in housing and home furnishings? Will you be mobile? What environmental factors might influence your decisions?

—Interview several elderly homemakers to learn their special requirements in housing. How have they provided for their special needs? Find pictures illustrating ways housing may be adapted to meet special needs of the following: a blind person, a person confined to a wheel chair, a person who uses crutches or cane, or a person with limited energy.

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HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING

CONCEPT: Legal And Financial Aspects

OBJECTIVES:
CE —Summarize the legal procedures and costs of buying or renting a home.

PRETEST:

—Explain the legal procedures involved in buying or renting a home. Summarize the relative costs of buying or renting a home.

LEARNING STRATEGIES:

—Read references on the legal and financial aspects of housing.

—Organize a round table discussion on the advantages and disadvantages of renting versus buying housing.

—Investigate the legal agreements that are needed for renting and when buying a home. Bring copies or facsimiles to class and report on them. Discuss the features common to all and the specific features unique to each type of document.

Make a list of terms related to the legal and financial aspects of housing. Define or explain each of them.

—Investigate and report on sources of money available for housing loans. Compute the cost of mortgage loans over varying lengths of loan terms and at varying interest rates.

—Invite a banker or other qualified person to talk on the legal and financial aspects of home ownership.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Invite an insurance salesman to discuss the kinds of insurance policies available on homes.

—Prepare an interview form concerning housing costs. Interview renters and home-owners and report your findings to the class.

—From a local realtor secure several sheets illustrating and describing homes available in your vicinity. Compute the cost of financing these homes using various sources of credit or interest rates. Compute the necessary down payment, monthly payment on principal and interest, taxes and insurance. With this estimate what income would be necessary to safely purchase this home?

—Invite a member of city council, a member of a community planning board, a lawyer or other informed person to discuss zoning regulations on housing at the local level.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSING

CONCEPT: Planning And Construction

OBJECTIVE:
CE —Evaluate housing construction and floor plans to determine if fundamental requirements are met.

PRETEST:
—Evaluate a specific floor plan to determine which design fundamentals have been met.
—List at least twenty items to aid in determining the quality of construction of an existing or a new home.

LEARNING STRATEGIES:
—Read a reference on housing construction.
—Define terminology used in housing construction. Study a diagram of common parts of a frame house. Label the parts.
—Listen to a resource person such as a building contractor explain: construction techniques; blueprints; materials which are commonly used in building housing in your area; which building materials are most expensive; which are least expensive.
—Read a reference on housing standards. Develop a check sheet which may be used to judge housing construction and condition. Visit a home and evaluate according to the check sheet.
—Study a blueprint and locate symbols. List each symbol and its explanation. Keep the list for future reference.
—Obtain specific information concerning the plumbing code in your city. Discuss findings in class. Discuss the minimum requirements in planning a bathroom. Study plumbing layouts from blueprints to illustrate adjacent, vertical, and rambling plumbing layouts.
—Read a reference on floor plans. Work individually or in groups to identify design fundamentals by which you can evaluate floor plans. Prepare a checklist for judging floor plans. Report to the class.
—Study resources to locate zones or areas found in housing. Identify activities that take place in each zone in the home. Tour homes or view floor plans to locate the zones in different types of housing. Explain how the same area may be used for more than one zone. How do zones contribute to comfort and livability of housing?
—View transparencies of illustrations showing examples of floor plans. Identify traffic patterns by tracing on the floor plan the circulation within rooms, between rooms and to the outdoors. In what ways is the traffic pattern in each plan convenient? Inconvenient?
—Invite a resource person to explain adequate wiring and safety regulations and codes in your community.
—View a film on buying a home.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—In groups of three or four, visit homes advertised for sale, and check the location and the exterior appearance. You may want to develop a scorecard in class for judging these houses. Discuss your findings in class.
—Work with family members to solve a traffic or zoning problem in your home. Summarize the results in a written report.

—Study references to define orientation as it relates to housing. List factors that are considered in orientation of a housing unit.

—Make a bulletin board using a plumbing layout from a blueprint as the center of interest. Select pictures of well-planned bathrooms and various types of bathroom fixtures. Suggested title: "More than a Saturday night's bath!"

—On graph paper (¼ inch = 1 foot) plan a kitchen layout. Make a side elevation also. Study references to determine standard requirements.

—Collect illustrations of doorways, roof lines, windows, chimney styles and other architectural features. Compare the use of similar styles on one-story, one-and-a-half-story and two-story houses.

—Prepare a checklist for determining the number, type, and location of electrical outlets needed in homes under 1,200 square feet, homes with 1,200 to 2,000 square feet, and homes over 2,000 square feet. Analyze blueprints to determine that adequate wiring is planned.

—Select a plan for a house or apartment that appeals to you. Write a critical analysis of its design and structural features.

—Measure and make a scale drawing of the storage space you now use. Make another sketch showing hou you could make this space more efficient. Share the before and after sketches with the class, explaining why you made the changes.

—Evaluate the kitchen storage in your home. Suggest reasonable changes to improve the efficiency of the space. Identify the basic kitchen type in your home. Compare the actual measurements with the desirable standards established by research.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Elements Of Design

OBJECTIVE:

SD —Identify the elements of design that are the components used to create an interesting and attractive room environment.

PRETEST:

—Using a series of illustrations, identify the elements of design which are used to create the room environment.

LEARNING STRATEGIES:

—Read a reference on the elements of design.
—Identify each of the elements of design. Label and keep for further reference.
—Study reproductions of paintings and illustrations of rooms or objects. Indicate lines used and analyze how they contribute to the mood of the picture or illustration.
Collect a series of illustrations and identify as to structural and/or functional design.
Collect and identify examples of natural, conventional, geometric and abstract designs.
Collect and identify fabrics of different textures.
—Read a reference on color. List and identify the terms related to the use of color.
—Create a color wheel. Label and keep for future reference.
—Collect illustrations to identify the standard color schemes. Label and keep for reference.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Collect clippings of good color schemes which appeal to you and put them in a scrapbook or portfolio.
—Trace the history of the use of color and report to the class.
—Conduct a class demonstration to show how primary colors may be combined to produce all other colors, and how value and intensity of colors may be changed.
—Make a bulletin board using illustrations to show the poser of color — how it can change apparent room dimensions and temperature. This will include examples of good color schemes for rooms of different exposures and different sizes.
—Mount on the bulletin board illustrations showing how the color of furniture, accessories, and textures may influence the character of a room.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Principles Of Design

OBJECTIVE:
SD —Determine how the principles of design may be used to create interest and beauty.

PRETEST:
—Analyze a series of illustrations to determine how the principles of design have been used to create an interesting and attractive room or object.

LEARNING STRATEGIES:
—Read a reference on the principles of design.
—Identify the principles of design. Write a description for each of the following illustrations and keep in a portfolio or notebook.

Select and identify four examples of even and uneven balance.
Find and identify three illustrations of good proportion according to the Greek laws of proportion.
Find and identify three illustrations of furniture or accessories that are in scale or proportion with each other and/or the room.
Collect and identify two illustrations for each of the following: rhythm by repetition, by gradation, by opposition, by transition, and by radiation.
Select and identify four examples of emphasis.
Find four room illustrations which you feel show harmony and unity. Explain why you think so.

—Make a checklist for room composition which will aid in creating harmony or unity. Keep for reference.
—Individually, or in small groups, develop a list of starting points for room color schemes.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Collect illustrations to show how the principles of design are used in creating the color scheme.
—Explain the guidelines for use of color.
—Make a plan to redecorate or rearrange a room at home. Consider family likes and dislikes and weigh beauty against comfort and function. Estimate the cost of the project. Implement it if possible or use scale drawings and illustrative materials to show "before and "after." Make a written or oral report to the class.
—Visit modestly priced model homes, apartments, or mobile homes. Point out ways in which they have been decorated and furnished to appear larger. Note use of small scaled furniture; mirrors; sheer window coverings; a single cool, light color throughout; the same or very similar floor covering in all rooms; and woodwork and baseboards the same color as walls. Report your findings to the class.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Backgrounds For Furnishings

OBJECTIVE:

CE —Determine a suitable choice of wall finish based on personal tastes, conditions of the wall, cost, use of the room, and decorating theme.
HR
SD

PRETEST:

—Using a case study, determine a suitable wall finish based on cost, condition of wall, use of the room, decorating theme and personal taste.

LEARNING STRATEGIES:

—Read references to identify types of wall and ceiling finishes.
—Collect samples or pictures of wall and ceiling finishes. Summarize characteristics of each considering cost, durability, use of room and decorating theme.
—Collect illustrations to show how wall and ceiling treatment affects the apparent size of a room. Discuss with the class.
—Using old wallpaper books, select papers you consider appropriate for the following rooms. Explain your choices.
  small master bedroom
  traditional living room
  contemporary living room
  large master bedroom
  Early American bedroom
  your own bedroom
—Make a list of at least six rules to use in the selection of wallpaper.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Measure a small room and figure out exactly how much paint would be needed to give it one or two coats of paint or how many rolls of wallpaper it would take. Discuss the wearing qualities and decorative values of each method of decorating and the problems of upkeep.
—Check the cost of using the paint or paper of your choice, including the cost of the equipment you would need—rented or purchased—and the comparative effort involved.
—Plan to use wallpaper to cover a closet accessory, such as a hat box, or to line drawers in your bedroom. Demonstrate or make a report to the class.
—Make a bulletin board showing illustrations of interesting uses of wood paneling. Discuss in relation to ease of application, care and cost.
—Display ceiling tile, and discuss the acoustic quality. With the help of a dealer, estimate the cost of installation to drop a ceiling about two feet in a twelve foot by eighteen foot living room.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Backgrounds For Furnishings

OBJECTIVE:

CE —Evaluate rigid, resilient, and soft-textured floor surfaces considering cost, ease of care
SD durability, suitability to room and personal preferences.

PRETEST:

—Using samples of rigid, resilient and soft-textured floor surfaces, compare as to cost, ease of care, durability and suitability to a room.

LEARNING STRATEGIES:

—Read references to identify the various types of floor coverings.

—Collect samples or pictures of rigid, resilient and soft-textured floor coverings. Summarize the characteristics of each. Include information on durability, resiliency, cost, care required, composition and purpose for which it could be used. Indicate specific advantages or disadvantages of each floor covering. Compile the information into a chart which could be used as reference or buying guide.

—Invite a contractor or builder to talk about the types of wood floorings available for today's housing. Consider the cost of hardwood versus plywood or particle board as a flooring material.

—Make a bulletin board display of interesting floor treatments. Identify each.

—Assemble swatches for various kinds of rugs. Explain their characteristics and discuss where each could be used.

—Develop guidelines for judging pile rugs.

—Invite a decorator or other qualified person to speak on new trends in floor coverings.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Assemble as many kinds of floor tile as possible and report to class on the use, care and cost of each.

—Figure the cost of covering a floor twelve feet by eighteen feet for: wall-to-wall carpeting, room size rug, in-door-out-door carpeting, vinyl tile and inlaid linoleum.

—Find several pictures in which pattern has been used on two of the background areas. Decide which you would change to a plain or textured area in accordance with decorating principles, and explain how it would affect the appparent size of the room and the impact of the other furnishings.

—If practical, help your family plan and carry out the selection of a new floor covering.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Backgrounds For Furnishings

OBJECTIVE:
HR —Choose a minimum of six appropriate window treatments based on the size and shape of the
CE room, the placement and size of the windows and the decorating theme.

PRETEST:

—Identify appropriate solutions for six window treatments for six specific situations based on size and shape of the room, the placement and size of the windows and the decorating theme.

LEARNING STRATEGIES:

—Read references about window styles and window treatments.
—List basic window types and find illustrations of window treatments for each of them. Discuss treatments for special problem windows.
—List and define terms for parts of the window.
—Collect illustrations of interesting uses of blinds, roller shades, shutters and louvers. Discuss your selections with the class. Label and include in portfolio or notebook or mount on a bulletin board.
—Find at least six illustrations of draperies and curtains to meet the needs of at least six different decorating schemes. Explain your choices.
—Find or draw illustrations of window treatments which will make a window look taller or wider. Explain when you might choose to do this.
—View a film on window treatments.
—Summarize points to consider in working out window treatments for a room.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Collect a number of illustrations of bedroom and living rooms with interesting window treatments. Indicate your first, second and third choices and explain the reason for your choices.
—Measure the windows in a room at home. Determine amount of fabric or size of drapery or curtain needed. Compare the cost of ready-made and custom-made curtains and draperies with those you would make.
—Consider any problem windows in your home and what you might do to improve them. Implement your plan if possible. Make a report.
—Check the windows in your own home from the street. Do the present a uniform effect? If not, consider how you can improve the effect. Report your plan to the class. Implement your plan if possible.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Furniture

OBJECTIVE:

SD —Recognize traditional, provincial and contemporary furniture styles.

PRETEST:

—Using a series of illustrations, identify as traditional, provincial or contemporary furniture styles.

LEARNING STRATEGIES:

—Read references relating to furniture styles.

—Define and collect examples of contemporary, provincial and traditional furniture.

—Clip pictures of furniture you would like to use in your own home. Identify the style of each piece and tell why you like it.

—Start a portfolio of pictures of traditional, contemporary and provincial furniture, discarding the less attractive as you find better examples. Train your eye to see good line when you buy.

—Clip and compare the lines and proportions of furniture in the ads that urge you to consider price with those that urge you to consider quality. Discuss the differences in class. Identify the style.

—Select one piece of furniture you like and trace its history. Write a report on the historical period and the primary influences on the style.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a list of as many furniture styles as you can. Collect illustrations for each and label by its correct name. Identify a minimum of four distinguishing characteristics of each. Collect in a portfolio or notebook.

—Research and make a report on four contemporary furniture designers. Collect pictures or illustrate some of their designs.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Furniture

OBJECTIVE:
CE —Identify a minimum of five construction features and evaluate in terms of use.

PRETEST:
—Given illustrative materials, identify construction features and evaluate in term[illegible]e.

LEARNING STRATEGIES:
—Read references on furniture construction.
—Make a list of woods used in furniture construction. Include natural, processed and synthetic woods. Find examples or explain how they are used.
—Collect ads that contain information about furniture labeling or furniture construction. Mount for bulletin board use.
—Develop a checklist for evaluating the quality of chair construction.
—List and illustrate the joints that might be found in chairs or case goods. Compare as to durability and use.
—Develop a checklist for evaluating the quality of upholstered furniture.
—Visit an upholstery shop or ask an upholsterer to talk to the class. Analyze equipment needed and determine how it is used.
—View a film on wood furniture construction.
—If possible, arrange a field trip to a furniture store or invite a representative from a furniture company to discuss the construction of upholstered and case goods.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Compare similar priced articles of veneered and solid wood furniture. How do they compare in quality? If possible, visit a furniture store to make the comparison.
—Collect illustrations of furniture showing inlay and lacquer. Make a brief report on the history of inlay and lacquer work. If possible, demonstrate spray lacquer on a small article or piece of wood.
—Assemble some wood furniture and point out some construction techniques described in the reading references.
—Upholster a piece of furniture.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Furniture

OBJECTIVE:
IR —Develop a minimum of ten guidelines for selection of furniture which will meet individual
CE or family needs.

PRETEST:
—List a minimum of ten guidelines for the selection of furniture which will meet individual or family needs.

LEARNING STRATEGIES:
—Read references on furniture selection.
—List basic furniture needs for: two persons living in a two-room apartment; one person living in a one-room efficiency apartment. Make a poster or portfolio illustrating the furniture listed for each apartment. Explain your choices. Compute the cost for furnishing each apartment.
—Compare slipcovers that are ready-made, custom-made or home constructed. Consider cost, fit, quality, appearance, satisfaction.
—Collect pictures of restyled, refinished and improvised furniture and discuss some advantages and disadvantages of do-it-yourself furniture.
—Research materials and cost involved in refinishing wood furniture. Obtain information on do-it-yourself techniques. Observe a demonstration on how to refinish wood.
—Mount on the bulletin board or collect for your portfolio illustrations of multipurpose furniture and furniture with good storage space.
—Make a representative list of stores that sell furniture in your area. Check the type of merchandise and services they offer and discuss in class the advantages and security of local buying as against catalog, out-of-town, or discount house buying.
—Analyze pictures and store displays for the relationship as to line, mass and height of chairs and their accompanying tables. Report to the class.
—Select a piece of furniture and then do comparative shopping using resources in your community or mail catalogs. Report differences discovered in price and quality.
—Make a list of shopping techniques to use as guidelines when selecting furniture.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Look up the addresses of distributors of rental furniture near you. Contact for information about cost and rental policies and report to the class.
—Make a list of the minimum furniture you would like to have for a one or two-room apartment for two people. Determine the approximate cost. Suggest ways you might minimize cost. Discuss with the class.
—Talk with a loan officer in a bank and report to class about the comparative cost of borrowing money to pay cash versus installment buying of furniture.
—Refinish or slipcover a piece of furniture.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Furniture

OBJECTIVE:

LS —Develop a minimum of six general guidelines for the arrangement of furnishings that will
SD provide for pleasing and efficient use.

PRETEST:

—List six general guidelines for the arrangement of furnishings in a specific room that will provide for pleasing and efficient use.

LEARNING STRATEGIES:

—Read references on room arrangements.

—Collect illustrations of room arrangements that have multiple functions. Label. Include in notebook or portfolio.

—Collect illustrations of rooms that seem to have pleasing arrangements. Analyze why you feel they are pleasing. Consider the principles of design.

—Using floor plans, analyze traffic patterns. Explain why you feel they are satisfactory or indicate ways to improve them. Share your suggestions with the class.

—Identify various architectural features which will affect room arrangement. Explain or find illustrations which show how architectural faults can be minimized or how architectural strengths can be emphasized.

—Develop a list of guidelines which will aid in making pleasing and functional furniture arrangement.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan for improved furniture arrangement in a room at home. Implement your plan and make a report.

—Collect pictures of interesting children's rooms and discuss them from the standpoint of beauty and practicality.

—Visit furniture displays to look at room arrangements or furniture groupings. Summarize your findings.

407

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING YOUR HOME

CONCEPT: Furniture

OBJECTIVE:
SD —Demonstrate the arrangement of furnishings using the elements and principles of design.
HR

PRETEST:
—Create a room arrangement for a specific situation using the principles and elements of design.

LEARNING STRATEGIES:
—Read references related to planning furniture arrangements.
—Bring to class illustrations showing good furniture arrangements for living-dining rooms, family rooms, and bedrooms. Mount for bulletin board use or include in portfolio. Identify the principles of design used.
—Draw your bedroom to scale on graph paper. Use furniture templates to create a more pleasing and functional room arrangement.
—Given a series of floor plans for specific rooms, select those which have adequate furniture arrangements. Suggest improvements for those which do not provide for pleasing and efficient use.
—Analyze one of the living room furniture arrangements from your portfolio by arranging the plan on graph paper using templates. Include side elevations. Be prepared to suggest any changes that would improve the arrangement.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Select a floor plan you think you would like to have in your future home. Plan the furnishings on graph paper using furniture templates. Make side elevations. Plan for function and beauty.
—Make a list of your family's activities while occupying the living room. See what you can do to make the furniture arrangement more convenient and attractive.
—Using the floor plan of the living area of a one-room apartment, show how you would arrange furniture to serve all its necessary functions.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Furniture

OBJECTIVE:
CE —Select ten household fabrics and evaluate as to use, care and durability.

PRETEST:
—From a selection of household fabric, identify ten and appraise as to use, care and durability.

LEARNING STRATEGIES:
—Read references concerning fabrics for home furnishings.
—Make a list of terms relating to fabrics for home furnishings. Identify or explain.
—Collect as many samples of fabrics as you can. Identify as to name, fiber and type of decorating for which it is best suited.
—List at least ten fibers and characterize as to source, use, characteristics and care. Use illustrations if possible.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Research information on finishes which may be applied to fabrics to improve care, function and appearances.
—Collect and display labels with trade names and other information for a number of man-made fibers used for household furnishings.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Accessories

OBJECTIVE:
SD —Plan the selection and arrangement of at least three types of accessories following the
HR elements and principles of design.

PRETEST:
—Select and arrange a minimum of three types of accessories for a specific room following the elements and principles of design.

LEARNING STRATEGIES:
- —Read references on selection and arrangement of accessories.
- —Define personalized accessories, functional accessories and objects of art.
- —Bring to class pictures of ashtrays, pillows, bookends, vases and other accessories which, based on your reading, you think are effectively and functionally designed. Indicate the type of room in which each could be used effectively.
- —Discuss framing for various kinds of pictures.
- —Complete at least six rules for hanging pictures.
- —Demonstrate how to measure for and cut a picture mat.
- —Cut out six or eight rectangles of various sizes representing pictures and arrange them in a rectangular grouping that could be hung over a 72-inch sofa.
- —Select from a collection of objects and arrange your choices according to the principles and elements of design. Be able to explain what you have done.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Create accessories using the principles of design.
- —Display on the bulletin board reproductions of paintings showing the following expression of art: Renaissance, Baroque, Neo-classic, Romanticism, Impressionsim, post-impressionism and contemporary. If possible, also show furniture and clothing related to the period.
- —Demonstrate and discuss the relationship of the frame to the picture. Borrow frames and pictures if necessary.
- —Plan to improve the arrangement of objects on the wall of one room at home. Implement your plan or collect a series of illustrations showing what you plan to do.
- —Collect a group of natural objects such as leaves, shells, fossils, butterflies. Mount them according to your study of design principles. Groups of photographs or other types of collections may be used. Plan to hang them in an appropriate place.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: DECORATING THE HOME

CONCEPT: Accessories

OBJECTIVE:
HR —Develop lighting for a minimum of five housing situations that will meet the requirements
SD of function, safety and beauty.

PRETEST:
—Using a group of illustrations, analyze how they provide for lighting for a minimum of five housing situations to meet requirements of function, safety and beauty.

LEARNING STRATEGIES:
—Read references on lighting.
—List types of lighting available today and tell how you would use each type. Collect illustrations of each.
—List terms related to lighting and define or explain.
—Collect illustrations of lamps you like. Identify the style of furniture and the type of arrangement for which they would be suitable. Mount for bulletin board use or include in portfolio.
—Find illustrations of lamps that do not harmonize in style and size with what they serve. Discuss.
—Develop a list of guidelines for selecting lamps.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Read a reference on history of lighting. Make a report to the class using illustrations.
—Use a light meter to measure the light you are receiving at home where you do close work, study, prepare meals, do your grooming and play games. Consult reference to determine if the amount of lighting is adequate in each of these areas. If lighting is inadequate, plan ways to improve it.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSEHOLD EQUIPMENT

CONCEPT: Buying Guides

OBJECTIVE:

CE —Develop a minimum of five buying guides which will enable one to select appliances to meet specific needs.

PRETEST:

—List five buying guides for selecting a given piece of equipment.

LEARNING STRATEGIES:

—Read a reference on buying home equipment.

—Participate in a "popcorn" session to identify labor-saving equipment available for home use.

—Cite factors influencing the selection of equipment such as space, cost, time and equipment needed for a given operation.

—Role play situations or write advertisements to illustrate schemes that deceive the consumer, such as "health" for sale, bait and switch, something-for-nothing, deceptive pricing, contests and false labeling. Explain what effect, if any the claim has on the quality of performance of the appliance's basic job; what effect this may have on the choice of a piece of equipment and the satisfaction of a family may derive the selection.

—Using ads, TV commercials or visits to appliance stores, select a given appliance and compare the cost and features of top-of-the-line, middle-of-the-line and bottom-of-the-line models. Explain the relationship between cost and basic functions of the piece of equipment; between cost and usefulness for a given family situation.

—Explain how the following factors could influence one's decisions concerning which appliances to own; type of home, number of people in the family, physical condition of the homemaker, mobility of the family, personal values, goals and standards and resources.

—Obtain some specification sheets on different makes of any appliance of your choosing. If possible, obtain at least three of each: bottom-of-the-line, middle-of-the-line and top-of-the-line models. Study the "spec" sheets and discover the type of information given. Explain the ways the information would be useful.

—Visit equipment or department store. Examine pieces of equipment to see if they have labels. If there is no label, is there an instruction book? a hang tag? What are other sources of information about the product? Describe the information found on the labels or on other sources.

—Define seal of approval. Define warranties and guarantees. Why are the terms, warranties and guarantees, often used interchangeably? Study selected references to interpret the meaning of seals of approval presented by the Underwriter's Laboratory, the American Gas Association and others.

—Follow an instruction book to demonstrate the steps involved in regular care and use of equipment. Explain how care and use may affect the choice of equipment.

—List a variety of sources from which equipment may be purchased. Refer to the classified ads in the newspaper and the yellow pages in the telephone directory. Examples of sources: wholesale outlets, retail stores, catalog houses, discount houses, and used furniture markets. Compare the services these sources provide.

—Telephone local equipment stores to identify methods of payment. What are other sources of credit? Make a list for the class.

—Make a list of buying guides to consider in selecting equipment for the home.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Select a piece of equipment and analyze to see if it is appropriate for a given family. Consider such question as: Will the item meet the purpose for which it is intended? Is the size appropriate for the family? What care is required? Is the quality related to the proposed use and to the life style of the family? Is durability necessary? Is special installation required? Will the item fit the space available? Is the item compatible with other furnishings?

—Collect a vareity of household equipment advertisements. Determine the emotional appeals used. Separate facts from the attention-getting devices. What is each ad trying to say to the prospective consumer? What additional information is needed by the consumer before he makes a decision to purchase each item? Make a report to the class.

—Develop a check sheet for evaluating small appliances and/or large equipment.

—Prepare a bulletin board or a poster display of seals of approval found on household equipment, in magazines and in equipment folders. Give a short talk to the class on the comparison of standards used as a basis for issuing each of the seals in your display. Include in your talk the purpose of the seal, that is, what it means or stands for and why you think it is used. Is it attached to the appliance, stamped or printed on the instruction book, or included only in the advertisement?

—Construct a filing system for cataloging instruction booklets and warranties. Include date and place of purchase, method of payment, and other information which may be of value at a later date.

—Start an information file for equipment your family anticipates purchasing or you anticipate purchasing in the near future or after graduation.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: HOUSEHOLD EQUIPMENT

CONCEPT: Care And Use

OBJECTIVE:

HR
CE —Illustrate how use and care of at least three major pieces of equipment and three small appliances is important for consumer satisfaction.

PRETEST:

—Given three major pieces of equipment and three small appliances, explain how their use and care is important for consumer satisfaction.

LEARNING STRATEGIES:

—Read references on the care and use of major household equipment and small appliances.

—Using the equipment in the foods laboratory, demonstrate how to use and care for each major piece of equipment and each small appliance. One student may be assigned to each appliance.

—Make a survey of types of finishes used for appliances and compare in relation to wear and ease of care. Identify products for cleaning each finish.

—Discuss the following question: Why is it important to use and care for equipment properly? Why is buying equipment a long term investment? How may proper use and care make it last longer? Be specific.

—Make a word list of terms you should know in order to provide for proper care and use of household equipment. Include such words as electrical circuit, amperes, volts, watts, fuse, circuit breaker, solid state. Define each word.

—Read a reference to determine the number of small applicants that can be used on one circuit at the same time without blowing a fuse. Does each wall outlet represent a separate circuit? Explain. Explain the relationship of watts, volts and amperes.

—Examine fuses, fusetrons, and fustats exhibited in class. Of what amperage are they? Look for the fusible metal strip. What are the similarities in the three types of safety devices mentioned above? Explain why it is unsafe to use a 30-ampere fuse on a 15-ampere circuit.

—Select any electrical appliance in the home economics department and locate its name plate. Write down all of the information given on the name plate. Explain how this information would be helpful to the homemaker in using the appliance.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Construct a bulletin board titled "Everything you always wanted to know about equipment." Point out sources of information on use and care of labor-saving equipment. Use such sources as government publications, extension service bulletins, newspapers, television, radio, professional magazines, and consumer agency publications. Work in groups or individually to summarize the type of information available from each source.

—Select one labor-saving piece of equipment used in the home not previously demonstrated. Demonstrate operation and care of the device to the class. Construct visual aids to clarify your presentation.

—Illustrate informative advertisements by collecting ads from magazines, newspapers, and product brochures. How do advertisements help consumers in care and use of equipment?

—Make a list of the equipment used in your kitchen at home. Determine the wattage required for each piece of equipment. Determine the number and types of circuits available. Analyze the situation to decide if the wiring provided is adequate to meet the needs for use of the equipment. If possible, plan to improve the situation if the wiring should prove to be inadequate.

—Compile a lost of products to be used in caring for household equipment. Compare as to ease of use and effectiveness.

—Make and carry out a plan to improve the care of the equipment at home.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: MAINTENANCE

CONCEPT: Care Of The Home

OBJECTIVE:

HR —Compile a list of ten tasks that must be done daily; ten tasks that must be done weekly or
IR bi-weekly; and ten tasks that should be done periodically.
—Develop a list of ten time and energy saving techniques which will aid in simplifying home maintenance tasks.

PRETEST:

—Compile a list of ten tasks that must be done daily; ten tasks that must be done weekly or bi-weekly; and ten tasks that should be done periodically.

—Develop a list of ten time and energy saving techniques which will aid in simplifying home maintenance tasks.

LEARNING STRATEGIES:

—Define maintenance.

—Make a list of daily homemaking tasks and a list of weekly or bi-weekly jobs. Brainstorm ways to make these easier or to eliminate them.

—Read references on home maintenance and compile a seasonal checklist for home care.

—Discuss alternatives for home maintenance available to persons who assume dual roles. Examples: pay someone to do maintenance, move into housing where maintenance is provided, share maintenance duties or lower standards of maintenance.

—Work in groups to role play situations indicating a need for application of time and energy-saving techniques. Ask the class to suggest time and energy management techniques to improve each situation. Determine if the suggestions are realistic.

—Read a reference on work simplification.

—Select a cleaning task and demonstrate how to do it using time and energy-saving techniques.

—Make a comparison of cleaning products and procedures for various cleaning tasks. Demonstrate or explain to the class.

—Determine ways operating and maintenance costs may be minimized in specific housing situations.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan a regular and periodic cleaning schedule for the home and carry it out for a given period of time.

—Organize cleaning equipment for various areas of the home such as bathroom, kitchen, laundry or living room. Plan for storage areas or tote trays or containers for supplies. Implement your plan. Make a written or oral report.

—Using work simplification techniques, plan for a minimum of five job ways to save time and energy when doing home maintenance tasks. Carry out your plan and report.

—Study references or interview parents to discover factors related to the operation and maintenance of housing. Estimate the costs related to these factors.

—Work with your family to find ways to reduce home operating and maintenance cost. Put some of your suggestions into practice.

LEVELS III-IV

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: MAINTENANCE

CONCEPT: Home Repairs

OBJECTIVE:
HR —Perform a minimum of five general home repairs.

PRETEST:
—Given a list of general home repairs, illustrate how to perform five specific tasks.

LEARNING STRATEGIES:
—Read a reference on home repairs.
—Participate in a "popcorn" session to identify home repairs. Make a class list. Determine those which require little or no skill and those which require some skill or experience.
—Explain the steps in making a specific repair. Study references, and/or conduct interviews to learn procedures for making the repair. How may this affect the family budget? Each student should choose a different type of repair.
—Study newspapers or the yellow pages to determine services available for home repairs. Make a list and report to the class.
—Analyze given situations to determine cases in which it may be advantageous to hire someone to do repairs. Why may home repair projects not lead to savings?
—Invite a speaker to talk about or to demonstrate home repairs. For example, a plumber to demonstrate how to make plumbing repairs.
—Develop a list of safety rules for using equipment when doing home repairs.
—Read references to identify factors to consider in renovation and remodeling such as securing permits when necessary and selecting proper materials.
—Collect pictures of renovated or remodeled housing. Describe the factors involved in each illustration including skills and time.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Identify factors to consider before taking on a do-it-yourself repair project. Consider such factors as ability or skill, cost, equipment, time, and worth of project. Describe how consideration of these factors may or may not indicate advisability of a do-it-yourself project.
—Make at least one important repair or restoration job at home and write or give a report to the class. Describe the completed project, including steps involved and time and money spent. Interview professional repairmen to discover the cost of having the simple repair you completed yourself done professionally. Compute the amount of money saved. Compare the quality of work done.
—Work in small groups to ask such persons as architects or builders who specialize in remodeling to explain when it pays to remodel. Report to class what is the role of planning in renovation and remodeling projects.
—Make a survey and/or read a reference to determine how remodeling costs may be financed. Report to the class.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: MAINTENANCE

CONCEPT: Home Improvements

OBJECTIVE:

HR —Identify the proper equipment for and explain how to perform two of the following home improvement projects: painting a room, wallpapering a room, laying a tile floor, making draperies, making a slipcover, reupholstering a piece of furniture or refinishing a piece of furniture.

PRETEST:

—List the tools needed for and explain the proper way to perform two specific home improvement projects.

LEARNING STRATEGIES:

—Read references concerning home improvements such as painting, papering, laying a tile floor, making draperies or slipcovers, reupholstering or refinishing furniture. Explain or demonstrate how to do one of these. Use visuals either real or simulated.

—Select a room to measure for wall paper or paint. Determine the wall area to be covered (minus doors and windows for painting the woodwork in these areas later) and estimate the amount of wall paint or wall paper needed.

—Invite a resource person from a furniture remodeling business or an amateur craftsman who has skill in and enjoys renovating furnishings, to present the following through demonstration or display: skills and tools needed for various furniture remodeling projects, examples of renovated furniture, and cost of remodeling project in time and money.

—Select a piece of furniture in the homemaking department, and point out possible ways to remodel or renovate it.

—Select a do-it-yourself project for providing new or improved furnishings, such as accessories for your home. Predict the skills, tools, equipment, time, energy and money needed to carry out the project.

—Invite a speaker from a fabric or department store to talk about new fabrics and styles for window treatments, slipcovers and upholstery.

POSTTEST:

—Ask teachers for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—If possible, paint or wall paper a room at home. Write about or report your experience to the class.

—Prepare a bulletin board showing a variety of ways of providing for curtains, draperies, and slipcovers.

—Price drapery and slipcover materials. Estimate the cost of: lined draperies, per pair; chair slipcover; and sofa slipcover if you make them yourself. Contrast these prices with those you would have to pay if you had them made.

—Mount on a bulletin board pictures of improvised furniture, such as table made from a wire spool, and building blocks and boards for shelves.

—Select from a magazine a project for improvising a piece of furniture. Carry out the project. Report to class on cost and results.

—Use a bulletin board to display selected pictures which show pieces of furniture which have been remodeled, reupholstered or refinished.

—Visit workshops to estimate the variety of ways furniture may be renovated. Make a report to the class.

—Plan a do-it-yourself project to meet a housing need in your present home or an anticipated need in your after-graduation housing. Keep a record of time and money spent on your project. Estimate the cost of having the same job done professionally. Assess the value of your project in relation to the cost of purchasing a new item. Do you feel your project was worthwhile? Why or why not? Make your report to the class.

FAMILY LIVING YEAR COURSE

UNIT TITLE: HISTORY OF THE FAMILY

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize that man has always lived in families and will continue to need some kind of family unit. He will identify various types of families and systems of mate choice that affect his present and future life style.

UNIT TITLE: DEVELOPING SELF-CONCEPT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will appraise himself as a sexual being in terms of individual needs and wants, goals and values, and multiple roles as he makes decisions about interpersonal relationships, life style and career.

UNIT TITLE: PREPARATION FOR MARRIAGE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize factors to consider in mate choice, identify the real purpose of the engagement period and determine reasons for marriage laws and customs in his society.

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize areas of adjustment in married life throughout the family-life cycle, know sources of professional help, the responsibilities and rewards of parenthood and be aware of positive methods of discipline.

UNIT TITLE: WHEN MARRIAGE FAILS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize reasons for marriage failure, know the legal requirements for a divorce and be aware of possible effects on all the people involved.

UNIT TITLE: IMPROVING FAMILY LIFE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will identify ways of bringing about needed improvement in American family life but conclude there are reasons for optimism.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **HISTORY OF THE FAMILY**

CONCEPT: **Family Functions**

OBJECTIVES:

IR —Identify a minimum of seven family functions and explain why these have made the family a
HR basic unit in our society.

—Conclude ways that four historical events have changed family functions and identify factors which enabled the family to survive these major crises.

PRETEST:

—List a minimum of seven family functions.

—Identify four historical events that have influenced family functions and explain how families have survived these major crises.

LEARNING STRATEGIES:

—Through research such as interviews, reading and observation compile a list of the family functions.

—Keep a dairy for one week in which you identify all the reasons you need a family. At the end of the week let one of your parents read this diary and see if they have any ideas to add.

—View transparency identifying family functions and write one sentence explaining each of the functions.

—Bring in comic strips from newspapers which picture family situations to share with the class by putting them on a bulletin board.

—Do a report which describes the family during four historical periods. Identify factors which affected the family during each of these periods and describe key differences between those who survived and those who didn't. Contrast this description of family functions with that of today.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—View a family-type television show and report to the class the ways each member of the family met the needs of other family members.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **HISTORY OF THE FAMILY**

CONCEPT: **Systems Of Mate Choice**

OBJECTIVE:
IR —List a minimum of two methods of mate choice and analyze the reasons various methods exist.

PRETEST:
—Given two case studies depicting different systems of mate choice, identify each system and explain how the system of mate choice reflects the values and needs of that particular culture.

LEARNING STRATEGIES:
—Read a reference which describes the different systems of mate choice such as: capture, parent-arranged, purchase, self-choice and computer selection.
—Invite an exchange student, a missionary, or a person who has traveled in a Far Eastern country to explain the system of mate choice they observed in this country.
—View a movie showing a couple who were married under a parent-arranged system. Discuss their marital adjustment.
—In two columns headed "parent-arranged" and "self-choice", list at least five reasons why these systems of mate choice are practiced in certain cultures.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Collect marriage and divorce statistics from a country in which marriage is predominately parent arranged and from a western country where people choose their own mate. Look for any differences and report your findings.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: HISTORY OF THE FAMILY

CONCEPT: Forms Of Marriage

OBJECTIVES:

LS —Differentiate between a minimum of three forms of marriage practices in other countries.

—Relate these forms of marriage to the economic and social conditions which exist in these countries.

PRETEST:

—Define three forms of marriage in other countries.

—Explain how these marriages meet the economic and social needs of the countries in which these forms of marriage are practiced.

LEARNING STRATEGIES:

—Read a reference describing at least three different forms of marriage such as: monogamy, polygamy, polandry, polygyny or group marriage.

—In a popcorn session identify advantages and disadvantages of these different forms of marriage.

—Imagine that you were a Morman or an African a hundred years ago and explain why you would want to have more than one mate. Debate whether or not a Christian missionary should try to convince these people that monogamy is better.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Review the story of Jacob and Rebecca from the Old Testament. Report to the class their form of marriage.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: HISTORY OF THE FAMILY

CONCEPT: Family Types

OBJECTIVES:

LS —Name at least five family types and tell how they differ.

—Describe how family types have changed during the past twenty years and project possible future changes.

PRETEST:

—Differentiate between five different family types.

—Explain how the family has changed in the past twenty years and how you expect it to change in the future.

LEARNING STRATEGIES:

—Read references on different family types such as:

- —traditional marriage
- —single living
- —communal living
- —single parent
- —trial marriage
- —contract marriage
- —serial monogram
- —opposite sex living together

—View transparency titled "Examples of Various Family Types" and discuss with your classmates why people choose various family types. Which of these family types would appeal to you?

—List a minimum of five TV shows depicting family types and identify ways which they differ.

—View a filmstrip showing family types of today and tomorrow.

—Invite a grandparent to visit the class and talk about family life when he was a child. Project what family life for children may be in the future.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write a short story describing a minimum of four family types in the year 2000 and include in your story reasons these types of families have evolved.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SELF-CONCEPT

CONCEPT: Individual Needs And Wants

OBJECTIVES:

SD HR
- Determine the effect the satisfaction of emotional, social and physical needs and wants has on self-concept.
- Separate one's basic needs from one's unessential wants and develop a plan for becoming the type of person one wants to be.

PRETEST:
- Describe how the satisfaction of emotional, social and physical needs and wants affects self-concept.
- Write a paragraph expressing a plan for your future which shows that you recognize a minimum of four basic needs you and every other person must try to meet. Be sure that you are describing needs rather than wants.

LEARNING STRATEGIES:
- Identify your basic physical, emotional and social needs through reading. Look for how needs differ from wants.
- Groups of two or three students explain how the basic ego needs can be met at five different ages and stages of life (infant, kindergarten child, teenager, parent of a teenager and a grandparent). Discuss the effect on the person when these basic needs are not met.
- Given a list naming a minimum of two basic emotional, social and physical needs plus matching unessential wants (such as having a few true friends as opposed to being liked by everyone), differentiate between the self-concept of two people. One person is content as long as his basic needs are met and the other always expects to get what he wants as well.

POSTTEST:
- Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- Bring to class current hits and listen for references to personality needs and wants.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING SELF-CONCEPT

CONCEPT: Career Choice

OBJECTIVES:

SD —Analyze how the decision-making process will aid in choosing a career.
LS —Explore at least three consumer/homemaking-related careers and three other careers.
—Analyze at least four effects work choice will have on life style.

PRETEST:

—Make a chart listing six careers, three of which are consumer/homemaking-related. Be sure to include the occupation of homemaking. Fill in the chart to indicate at least three advantages and three disadvantages of each career.

—Read at least two case studies illustrating at least four ways one's career has a distinct effect on one's life style. Identify the four ways work influences life style and explain why.

—Illustrate the use of the decision-making process in choosing a career.

LEARNING STRATEGIES:

—Research four careers, two of which are consumer/homemaking related, to find the preparation necessary, the working conditions, the salary level and the chance for advancement. Use the dicision-making process to help you make your choice.

—Visit a vocational or technical school or a college to see students being trained for consumer/homemaking-related careers.

—Interview homemakers to find the challenges and the rewards of their career.

—Discuss in writing people you know whose life style has been affected by their career. Report to the class and ask students to suggest additional effects.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a personal inventory. In two columns list the work activities you enjoy and those you usually avoid if possible. Analyze these lists in terms of possible career choices you might consider in the future.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **DEVELOPING SELF-CONCEPT**

CONCEPT: **Personal Decisions**

OBJECTIVES:
LS —Explain how the decision-making process will aid in choosing a life style.
SD —Determine how your life will be different because of your choice of family type.

PRETEST:
- —Read a case study telling about a young person who was unhappy with his choice of life style. Interpret how making a rational decision might have helped him make a better choice.
- —Differentiate in a minimum of four ways how your life style will be different because of your choice of a family type.

LEARNING STRATEGIES:
- —Explore a minimum of three life styles and use the rational method of decision making to help you choose the one you feel at this point in your life is best suited to you.
- —Consider a typical day in your life and think through the many decisions which add up to forming your life style. You would consider transportation, clothing, food, housing, evening activities, job, friends and class and extra-curricular activities at school. Can you see a pattern developing toward a particular life style.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Scrap Book: Pictures of the type of family you want to have in ten years from now.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Personal Decisions

OBJECTIVES:

SD —Identify at least five areas of social concern.

HR —Determine how the decisions made in these areas will affect oneself and others, now and in the future.

PRETEST:

—List five current social concerns requiring personal standards and analyze how your decisions about these concerns will affect you and others, both now and in the future.

LEARNING STRATEGIES:

—Read references which discuss social concerns such as: alcohol, drugs, over-population, permarital sex, pollution, tobacco, traffic accidents. Explain why personal decisions about these will affect yourself and others.

—Girls: List some "sales talk" given by boys to encourage a girl in heavy petting or premarital sex. These could be:

"If you love me, prove it"
"Everybody else does it"
"You won't get pregnant"
"It's different today"
"If you don't, I'll date someone else"

For how many generations do you think these arguments have been used? What answers will explode them?

—Boys: List some of the motivations a girl may have for leading a boy on or exploiting him.

—Debate which behavior is worse: a boy demanding or a girl teasing.

—Survey high school students to find whether they think newspaper columnists such as "Dear Abby" help or harm young people in making decisions about premarital sex. How?

—Boys: Would you want to take a girl you really like to a drive-in sexy movie? Why or why not? Girls: Would you want to go to such a movie with a boy who was special to you? Why or why not?

Explain how such movies might convince young people that premarital sex is the norm among their peers. How much of this is "talk" and how much is "action"?

—View filmstrips or film loops showing open-ended situations involving moral decisions and write possible results.

—Listen to a speaker from Alcoholics Anonymous or Al-Anon discuss the help their group tries to give the problem drinker and his family.

—Debate whether or not the government has a right to prohibit or control the use of drugs or alcohol or tobacco.

—Set up a smoking machine to show the amount of nicotine retained in one's body when smoking.

—Brainstorm reasons why teenagers smoke, drink and use drugs.

—Have students who have been hooked on smoking, drinking or drugs discuss their problems in breaking these habits.

—Analyze a case study describing a person who drinks heavily or is on drugs and determine as many reasons as you can for this behavior. Recommend a way to help.

—View films or filmstrips which give facts about smoking, drinking, alcohol and drugs.

—Discuss the rationalization in these statements:
"It is no worse for me to smoke than to breathe this polluted air"
"I drink to relax and to have a good time"
"It's no worse for me to smoke marijuana than for my father to get high on alcohol".
—Find out from an insurance agent the added cost of liability insurance when there is a driver under twenty-five years of age in the family. Identify the reasons for this added cost.
—List all the situations which parents think indicate the misuse of cars by teenagers. Read the list and discuss.
—Identify the possible effect on traffic accidents and pollution of the current gas shortage.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Tape anonymous interviews with students who were forced to marry or a girl who was not married but kept her baby. Ask these students how their sexual behavior has affected their lives.
—Discuss the economics of the tobacco industry and decide whether the taxes paid by the tobacco industry or the people employed in producing or merchandizing tobacco justify the lack of controls up to now.
—Research the world-wide results of overpopulation.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Personal Decisions

OBJECTIVES:

IR —Identify a minimum of three methods of making decisions.

SD —Recognize a minimum of four forces which influence personal decisions.

—Conclude that a mature person is one who lives with and accepts responsibility for one's decisions.

PRETEST:

—List three methods of decision making and know how they differ.

—Describe four forces which influence one's personal decisions.

—Read a case study showing a decision which had been made and the effects on the person's later life. Appraise the maturity of the person in learning to live with the decision and to accept the responsibility for it.

LEARNING STRATEGIES:

—Read a reference describing ways in which decisions are made. Outline the steps in rational decision making using the "decision-making process".

—Illustrate the use of the steps of the decision-making process in making a real or an imaginary decision.

—View a film which shows pressures which may sway personal decisions such as self, family, peers, advertising and entertainment provided by magazines, movies and television.

—Bring in ads showing the use of emotional needs in advertising as a way to influence buying habits.

—Finish open-ended sociodramas to show how personal decisions can have a lasting effect.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—In Sidney B. Simon's **Values Clarification** complete "Strategy Number 32—Percentage Questions." Explain your reasons for answering as you did.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Goals And Values

OBJECTIVES:

HR —Clarify one's values by using at least three steps of value clarification.
—Distinguish between at least four short and long-term goals to help set priorities for the use of personal and community resources.

PRETEST:

—Identify three personal values and measure their importance to you by using at least three steps of value clarification.
—From a list of twenty goals, indicate which are short-term and which are long-term goals. Name at least five personal or community resources which one would have in limited amount, forcing one to set priorities in order to reach one's goals.

LEARNING STRATEGIES:

—Read a reference on valuing, which lists the steps in value clarification.
—Use value clarification strategies such as "The Unfinished Sentence", "The Fall-Out Shelter" or "What's In Your Wallet?"
—Examine a bulletin board which pictures short-and long-term goals and explain the difference.
—Brainstorm to identify personal and community resources. Which are you now using? Which could you use to better advantage in order to reach your goals?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Gaze into the crystal ball and see your life five years from now. Describe what you see and explain how you have used your resources. What changes do you observe in your self-concept?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Human Sexuality

OBJECTIVES:

SD —Recognize that human sexuality goes beyond reproduction to include other physical, emotional and social differences.

—Recognize that one's sexual roles are biologically and culturally defined.

—Explain how sexual roles are changing in today's society.

—Conclude that acceptance of human sexuality is essential in building a positive self-image.

PRETEST:

—List a minimum of three ways human sexuality goes beyond reproduction to include other physical differences between males and females.

—Explain a minimum of three emotional differences between men and women.

—Recognize at least two social differences between men and women. List them.

—Explain a minimum of two ways in which one's sexual role is biologically defined and a minimum of three ways it is culturally defined.

—List at least three ways sexual roles are changing in our society.

LEARNING STRATEGIES:

—Search out and read resource materials for information on physical, emotional and social differences between the sexes and on sexual roles.

—View filmstrips explaining masculinity and femininity.

—Have representatives of three or four different generations discuss in a panel what was expected of men and women when they were a young adult.

—Use transparency titled "Multiple Roles of Women" and change to a similar diagram titled "Multiple Roles of Men".

—Discuss the reasons for the increasing numbers of boys enrolled in home economics classes and for the success of college classes in educating for fatherhood.

—Interview two women, one who has the occupation of homemaking only and one who has a dual role as homemaker and wage-earner. Analyze any differences in self-concept and report to class.

—Role play the self-image of a girl who would rather be a boy or the boy who thinks girls "have it made".

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Find illustrations in art or literature which picture or tell about sexual stereotypes.

—Do a research paper contrasting sexual roles in eastern cultures with those in the west.

—Find examples in music of male and female differences or sexual roles such as:

"Why Can't A Woman Be Like A Man" from **My Fair Lady**
"There's Nothing Like a Dame" from **South Pacific** or "I Am Woman" by Helen Reddy.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: **Human Sexuality**

OBJECTIVE:

SD —Know the scientific terms for the parts and be able to explain the function of the male and female reproductive systems.

PRETEST:

—Identify on a diagram of the male and female reproductive systems the major reproductive parts. Explain secondary sexual characteristics as well.

—Using a matching test demonstrate knowledge of the function of the male and female parts in reproduction and sexual satisfaction.

LEARNING STRATEGIES:

—View a film or filmstrip explaining human reproduction.

—Listen to a physician or a nurse who explains the reproductive process in both male and female and talks about venereal diseases.

—Question box to clarify information about human reproduction.

—If desired, a "gab" session for girls and a "bull" session for the boys.

—View a film or filmstrip that shows the method by which veneral diseases is transmitted, the recognizable symptoms, and the results if untreated.

—Have a person who works at a local "free clinic" visit the class and tell of the services available to teenagers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Book report on human reproduction.

—Collect statistics on the incidence of venereal disease locally, state-wide and nationally.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: DEVELOPING A SELF-CONCEPT

CONCEPT: Interpersonal Relationships

OBJECTIVES:

IR —Demonstrate an awareness that an individual's self-concept affects and is affected by his interpersonal relationships.
—Determine ways to develop meaningful interpersonal relationships.

PRETEST:

—Read two case studies describing one person with a positive self-concept and one with a negative opinion of himself. Using these case studies contrast the effect of these differences in self-concept on each person's relationships with others.
—List a minimum of five desirable ways a person entering a new environment such as school, job, or living quarters could make friends.

LEARNING STRATEGIES:

—Read references on interpersonal relationships and look for ways in which they affect self-concept.
—Role-play a young man who is small and has a bad case of acne and because of this has a poor opinion of himself. Show him in a situation where he is asking a girl for a date.
—Make up a checklist to show ways of improving interpersonal relationships at school, on the job, and at home.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Report on a book which has as its main theme interpersonal relationships.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

IR —Recognize the importance of dating and courtship as parts of the process leading toward
SD mate selection.
HR —Describe at least four appropriate procedures for making oneself more datable.
—Conclude that people develop at different rates and have different interests and goals, all of which may affect their dating level.

PRETEST:

- —List a minimum of three steps leading from dating to marriage and explain the importance of each step.
- —Outline a plan of action for a teenage boy or girl who has never dated but would like to start. Include at least four parts to the plan.
- —Contrast at least four differences in level of development, interests or goals which could affect a teenager's readiness to date.

LEARNING STRATEGIES:

- —Read to determine the steps in the dating process which lead to marriage and the importance of each step.
- —Outline the positive and negative aspects of going steady.
- —Bring to class cartoons which show dating situations and analyze the problems illustrated.
- —In this day of women's liberation, debate whether girls should have a right to ask a boy for a date. Have boys and girls on each team.
- —Think back to a former love affair and appraise its benefits to you as you try to develop more lasting relationships with the opposite sex.
- —Contrast the attitude toward dating of the vocational-school student who gets a job as soon as he graduates with the student who knows he will need a college degree in order to reach his career goals.
- —Make a check list of traits characterizing a datable person. Interpret the list for lasting and temporary traits.
- —Survey seniors to determine their level of dating taking into consideration their interests and goals, frequency of dating and types of dates.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Survey sophomore and senior students to find their attitude toward steady dating. Contact parents of teenagers to know their attitude as well. Summarize similarities and differences.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

OBJECTIVES:

SD —Recognize that our society over-emphasizes "romantic love" in the selection of a mate.
—Explain how the ability to love is learned.
—Define the difference between immature, romantic love and lasting, productive love.

PRETEST:

—List a minimum of four ways in which one is influenced toward over-emphasizing romantic love in the selection of a mate.
—Trace the development of love from the infant who loves only himself to the mature adult who has learned to love unselfishly.
—Explain the difference between immature, romantic love and lasting, productive love.

LEARNING STRATEGIES:

—Read an open-ended story describing a couple who fall in love at "first sight". Go beyond the usual, idealistic image— "They Lived Happily Ever After"—to point out sources of possible conflict ignored because the couple were on "Cloud 9".
—View a filmstrip which traces the development of love from the infant to the mature adult.
—Have a popcorn session to list ways in which we use and misuse the word "love".
—Given at least five statements about love, place each statement in the appropriate column headed "immature, romantic love" and "lasting, productive love".
—Make a list of questions a person could use in judging whether the way one feels is infatuation or love that will last.
—Discuss whether people "fall" in love or "grow" into love.
—Have a panel representing four different ages or stages of life discuss their feelings about love.
—Describe the partners of a marriage you know who have managed to keep romance and love in their marriage. Tell how you think they have been able to do this.
—React to this statement: Given a reasonably suitable male or female, you could probably fall in love with just about any attractive person who came along.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a bulletin board depicting the seven stages of love.
—Identify the kind of love described in current musical hits.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

OBJECTIVE:

IR —Realize that our high expectations for marriage and our mate-choice system place the
HR responsibility for a wise mate choice directly on the two people involved.

PRETEST:

- —Given a list of at least ten reasons for marrying, indicate which reasons expect too much of marriage and which show a more realistic expectation.
- —Rank in order of importance to you if you were seriously considering marriage the opinion of your parents, your friends, and yourself. Explain why you ranked them as you did. Who must take the most responsibility for the success of this marriage and why?

LEARNING STRATEGIES:

- —Examine a rating sheet which is designed to help couples considering marriage conclude their chances of a successful marriage. Discuss reasons why the questions on the rating sheet are important.
- —Describe a basically "unmarriageable" person because of undesirable traits.
- —Consider the advantages of a parent-arranged system of marriage such as every marriageable person is assured of a satisfactory marriage partner.
- —Role play a situation in which you have decided to marry a particular person whom your parents seriously oppose. Show how you would react. Turn back the clock twenty-five years and show the same situation between your parents and your grandparents.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Read a story describing a parent-arranged marriage.
- —Give your opinion in writing to either side of this question: "If parents chose mates for their children our divorce rates would be lower".
- —Business make a profit and loss estimate before they make important decisions about merging with a smaller company. Only after they have considered all factors do they adopt new policies and procedures. In groups of two or three students formulate profit and loss factors to be considered in mate choice. Consider whether or not people select mates on the basis of "cold facts" or on emotional factors such as a pretty face or physical stature.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

IR —Comprehend how similarities and/or dissimilarities in background such as age, race, religion and economic level can aid in creating a successful marraige.

PRETEST:

—Explain how similarities and/or dissimilarities in age, race, religion and economic level can help the couple build a successful marriage. Discuss each factor separetely.

LEARNING STRATEGIES:

—Read references that discuss factors in wise-mate choice.
—Invite a Catholic priest, a Jewish Rabbi and/or a protestant minister to describe possible adjustment problems in an inter-faith marriage.
—Get the reaction of a classmate representing a minority race to an inter-racial marriage.
—Consider the possible results of a Cinderella-type marriage to a prince compared with a marriage between the office boy and the boss's daughter. Decide who might have the greatest problem and why.
—Discuss the rationale behind the use of matching backgrounds in computer programming for scientific mate choice.
—Poll the class to see the difference between the ages of their parents when they were married.
—Read to find the significance of age difference in marriage even when the differences are great.
—Determine at least one advantage of a man marrying an older woman even though the reverse is usually true.
—Analyze charts which relate educational level to success in marriage.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Research the survival rate of June-December marriages involving political figures or movie stars.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Consent

OBJECTIVE:

HR
IR —Recognize that maturity and readiness for marriage do increase the couple's chance that their marriage will last.

PRETEST:

—List a minimum of five reasons why teenage marriages often fail.
—Name a minimum of five traits which would indicate maturity.

LEARNING STRATEGIES:

—Read a case study describing a young, immature couple who are determined to get married at once. Change this description in a minimum of five ways to show how this couple might become more nearly ready for a lasting marriage.
—View a movie or filmstrip showing the probable problems in a teenage marriage.
—Interview a couple who did not marry until they had been out of high school a few years.
—Describe the personality of a mature person who would be ready for the responsibilities of marriage.
—Complete this sentence: "Before I marry . . . .".
—Listen to a medically-trained person discuss the biological risks of early motherhood.
—Discuss the topic: I would (would not) want to live with my parents or have my parents help support me after marriage. You may present positive or negative views.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Using the chart "Psychological Differences Between Male and Female" found in the appendix, check the male and female characteristics and state how knowledge of these characteristics influences your attitudes toward the opposite sex.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Marriage Laws And Customs

OBJECTIVES:

HR —Realize that marriage laws are an outgrowth of regional needs and customs and are designed to protect the individuals being married, their children and society.

IR —Know the legal requirements for marriage in Ohio and contrast them with other states. Judge the effectiveness of these legal requirements in promoting lasting marriage.

PRETEST:

—Explain why marriage laws vary in different cultures and at different times in the same culture. Tell how three different laws protect the individuals being married, their children, and society.

—List at least four legal requirements for marriage in Ohio and interpret the reasons for these requirements. Tell how the laws are different in at least two other states.

—Given the divorce statistics of two states whose marriage laws are more strict or less strict than those in Ohio, compare these data. Draw conclusions as to their relative level of effectiveness in promoting lasting marriage and explain possible reasons.

LEARNING STRATEGIES:

—Research to find the legal requirements for marriage in Ohio. Prepare a bulletin board display of these laws.

—Compare and contrast Ohio laws with those of other states. Interpret regional or cultural differences to seek an explanation for this variation.

—Listen to a lawyer or family service case worker discuss the reasons for marriage laws and why certain marriages are forbidden by law. Determine the background for common-law marriages and consider the current need and advisability of such marriages.

—Compare common-law marriages with the current "living together" without a legal marriage.

—Debate: Marriage laws in Ohio should be more strict (more lenient) and present laws more rigidly enforced.

—Consider the effect of Ohio legislation reducing the age of adulthood from 21 to 18. Will this probably increase or decrease our divorce rate?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate contract marriages for possible advantages and disadvantages. Report to class.

—Write what you think would be a good marriage law.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR ENGAGEMENT

CONCEPT: Being Engaged

OBJECTIVES:

IR —Identify the real purpose of the engagement period.
SD —Relate the length of the engagement period to the probable quality of adjustment attained
HR in marriage.
CE —Recognize a minimum of five areas of disagreement which are most likely to lead to marriage conflicts.
—Describe a minimum of four patterns of adjustment which can be used before or after marriage, two of which are good.
—Recognize how a premarital pregnancy could bring about a hurried, undesired or unsatisfactory marriage.
—Realize the importance of a premarital physical examination and know at least four methods of contraception and their comparative reliability.

PRETEST:

—Explain the following sentence: "The engagement period has far more meaning than selecting a ring and attending parties." What should be the real purpose of the engagement period.
—Tell how long you think a couple should be engaged before they would be ready to make a good adjustment in marriage. Is it only a matter of the length of the engagement period? Why or why not?
—List a minimum of five areas of disagreement which are likely to lead to marriage problems.
—Read a case study describing a minimum of four patterns of adjustment. Identify two positive ways in which a married couple could solve disagreements.
—List a minimum of four reasons why a "have-to" marriage may not be the best way to start.
—Explain the importance of a premarital physical and identify a minimum of four methods of contraception, ranking them as to their reliability.

LEARNING STRATEGIES:

—Read to determine the real purpose of the engagement period.
—Listen to a physician explain the importance of a premarital physical. A physician could be questioned by telephone.
—Make a list of questions an engaged couple should answer honestly as they consider their readiness to marry.
—Listen to a panel including the recently married and those married ten, twenty-five and fifty years discuss practical decisions which should be made before marriage such as whether income will be adequate and a desirable length for an engagement.
—Discuss the advisability of a couple considering an interfaith marriage deciding where they will go to church the first Sunday after they are married.
—View a film showing an engaged couple making good use of the engagement period as they prepare for marriage.
—Analyze the advisability of an engaged couple getting married before education or military serivce is completed.
—Poll the class in writing to find what they think should or should not be confessed by an engaged couple. Discuss the possible results of such confessions.
—Relate the "we're as good as married" excuse for entering into sex relations before marriage to the likelihood of an engagement failing.

—"I know he drinks too much, but when we are married I am sure he will change." Discuss the rationalization behind this statement and make a list of other undesirable habits which will persist because usually marriage does not change people.
—View a filmstrip showing methods of contraception and their comparative effectiveness.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Describe a real or imaginary forced wedding which led to an unsatisfactory marriage. Explain how you think the couple might have had a better marriage if they had had more time to get ready.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Planning The Wedding

OBJECTIVES:

IR —Identify a minimum of three types of weddings.
CE —Explain how wedding type sets the style of dress, influences the cost, and determines the
SD time required to get ready for the wedding.
HR —Analyze the contribution a religious ceremony may make to the stability of the marriage.
—Explain why an elopement may be a poor way to start a marriage.
—Be aware of a minimum of five rules of etiquette related to marriage and explain reasons for them.
—Know the purpose of the honeymoon and a minimum of three pitfalls to avoid.

PRETEST:

—List and explain the difference between a minimum of three types of weddings.
—Describe suitable dress, estimate the approximate cost and make up a time schedule for three types of weddings.
—Distinguish in a minimum of four ways how a wedding performed as a religious ceremony, a civil ceremony and/or an elopement could influence the stability of a marriage.
—List a minimum of five rules of etiquette related to weddings and summarize the contribution such rules make to human relations.
—Explain the purpose of the honeymoon and from a list of four honeymoon plans identify the possible problems any of these plans could present.

LEARN STRATEGIES:

—Read to learn the appropriate dress, the approximate cost and suggested time schedule for a formal, semi-formal and an informal-type wedding.
—Invite a representative of a floral shop who will describe their services and estimate the cost of flowers for a wedding.
—Complete an outline of the estimated costs involved in the different types of weddings. Determine the expenses for which the groom's family and the bride's family are responsible.
—Invite a minister to discuss his premarital counseling and give his views concerning a religious ceremony.
—Discuss reasons for eloping and why an elopement may be a poor way to start a marriage.
—Work with two or three other students to make a list of rules of etiquette to be followed in a wedding.
—Describe a wedding you have observed in which you thought the ceremony had real meaning for the couple being married.
—Write a wedding invitation and practice writing thank-you notes for shower or wedding gifts.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Explore the traditional wedding ceremonies from a variety of religions. Make changes or write your own ceremony which would have more meaning to you.
—Plan your own wedding.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Early Years

OBJECTIVES:

LS —Identify a minimum of four areas of family living to which a newly-married couple must
IR adjust and conclude at least four reasons why this adjustment is needed.
SD —Illustrate a minimum of three patterns of adjustment which could reduce conflict in mar-
HR riage.
—Identify a minimum of three sources of professional services which can help solve marital problems and explain how they could help.

PRETEST:

—Identify a minimum of four areas of family living that a newly-married couple must adjust to and explain at least four reasons why this adjustment is needed.
—Describe three desirable ways that disagreements between a married couple could be solved.
—List a minimum of three sources of professional services available in a marital crisis and identify the kind of help available from each source.

LEARNING STRATEGIES:

—Read selected references on the early years of marriage and marital adjustments. Identify and discuss the major areas of adjustment.
—Agree or disagree with the following statement and relate it to adjustment in marriage: "Marriage failure is usually caused by a lack of maturity on the part of one or both of the marriage partners."
—Conduct a survey to determine what, in the opinion of your classmates, are the important problems confronted in marriage. Look for differences in the opinions of males and females.
—Survey parents for their opinions as well.
—Invite a marriage counselor, a minister or a priest, a physician and/or a lawyer to speak to the class on the type of help members of their profession could offer to young couples.
—Discuss "Love will carry a couple through all their difficulties".
—Plan a sociodrama of a domestic scene in the early months of marriage in which both the husband and wife are trying to get each other to change certain habits—show the frustration which results when neither will change.
—Debate the statement: "I'm marrying the girl; not her family".
—Decide how the young couple will have to adjust when their first child is born.
—Read a newspaper account of an elaborate wedding with a concluding statement about the honeymoon in Bermuda. Discuss the implied "happy ever after" overtone and what the couple will need to be and do to realize a happy life together.
—Divide into groups according to your sex and make a list of expectations you will have for your mate after you are married.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a check list of attitudes that you think would lead to difficulty in marriage. Submit the list to both married and single men and women and have them rank the attitudes according to their importance as potential sources of difficulty in marriage. How do you account for the differences you find?

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Crowded Years

OBJECTIVES:

IR —Develop criteria which would help a couple decide when they are ready to become parents.
LS —Know a minimum of three ways to increase the chances of having a healthy baby including
HR hereditary and prenatal influences.
SD —Explain the development of a baby from conception to birth.
—Describe the three stages during the birth process.
—Determine a minimum of three ways in which the birth of a baby will change the family-life style.
—Choose appropriate procedures for caring for the infant and young child.
—Make a plan for using positive methods of discipline which will help the child have good mental health.

PRETEST:

—List a minimum of four questions a couple should ask themselves when they are deciding whether or not they want to have a baby.
—Tell three ways parents can help give their new-born child a healthy body.
—List three hereditary diseases and three physical conditions which will increase the tendency toward certain diseases.
—Using correct terms explain the development of a baby from conception to birth.
—Explain what happens during the three stages of birth.
—Tell how you would provide for the physical and emotional needs of the infant and the young child.
—Illustrate three ways you would have to adjust to being a parent upon the birth of a child.
—Outline at least four parts of your plan for disciplining your children in a positive way which will build their self-confidence and self-control.

LEARNING STRATEGIES:

—Read selected references for information about readiness for parenthood and about childbirth. Identify the needs of the expectant parents as individuals and the needs of the new-born.
—Listen to a mini-lecture on the hereditary influences on the infant including possible disease. Learn where genetic counseling is available in your area.
—View a filmstrip which shows hereditary and prenatal influences on the health of the new-born child.
—Invite a Red Cross or Public Health nurse to discuss with the class prenatal care of the mother and baby.
—Write a "Bill of Rights" for the new-born child and one for a parent.
—Define physical and emotional maturity and explain why both are important in a parent.
—View a film on childbirth and determine the three major stages of childbirth.
—Invite a representative from the Childbirth Education Association to describe the lessons available to prospective parents interested in prepared or "natural" childbirth. Have this person explain how the father can assist in the birth of his child.
—Discuss how the birth of a child influences change in the life style of the parents.
—Observe the parents of a new-born baby on a typical day in their lives. Compare to the life of another young couple who do not have a baby.
—Read to find appropriate hints for training a child. Give examples of how these hints would be used in every day experiences with children.

—Sociodrama: A domestic scene in the two-year old stage of a child that illustrates first positive guidance and discipline and a second scene that shows negative guidance and discipline. Analyze the possible results of both kinds of discipline.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a family planning clinic to learn about their services to families.
—Define "mothering" and discuss the emotional needs of a baby.
—Contrast the child-centered versus the parent-centered family and give reasons for either or a combination of the two.
—Read to find the possible effect on the child of alcoholism or other drug use or of venereal-disease infection in the parent.
—Make a diagram of your family tree including as many generations as you can.
—Invite the parents of an adopted child to visit the class and explain the adoptive procedure they followed and how they have adjusted to this type of parenthood. If possible, have them bring the child or children.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Launching Years

OBJECTIVES:

LS —Develop a plan for continuing to keep love and friendship in marriage throughout the
IR family-life cycle.
HR —Recognize that success in marriage does not just happen but is achieved.
—Distinguish between the conflicting wants and needs of parents and their children when the maturing children begin to leave home and illustrate ways of solving this conflict.

PRETEST:

—Make a minimum of six parts of a "Ten Commandments for Marriage" which would help a couple continue to love each other and to enjoy being together throughout more than fifty years.

—Explain why there is a slight rise in the divorce rate between the twentieth and the twenty-fifth year of marriage. Tell how this can be avoided.

—Describe at least three areas of conflict between parents and their children during the "launching years". Suggest three corresponding ways for reducing this conflict.

LEARNING STRATEGIES:

—Read references to learn the possible problems of parents and their children during the launching years.

—Buzz groups discuss how your parents felt and acted when an older brother or sister left home. What do you think they will do when you are ready to leave? Relate this to your position in the family.

—Imagine that you are twenty-five years older than you are today. Write a short discussion of a difficult day you have just completed with one of your teenage children. Tell what went wrong from your point of view as a parent and from your child's point of view.

—Sociodrama: You are a marriage counselor that is working with a couple who are having conflict with each other about the guidance of their teenage children. Include ways of resolving the conflict.

—Interview two couples who have launched their children to find out what they consider to be the most difficult problem for a couple during the launching stage.

—View a film showing a middle-aged couple whose marriage has lost its meaning but who work together to renew a meaningful relationship.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview five young people out on their own and identify what they consider to be the most difficult problem with their family in the launching stage. Decide how these agree or disagree with the answers given by parents.

FAMILY LIVING—YEAR COURSE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Late Years

OBJECTIVES:

LS —Interpret a minimum of three adjustment problems associated with old age.
HR —Explain three reasons why it is important to plan for the time of retirement.
CE —Identify at least four governmental or private agencies whose purpose is to assist our senior citizens.

PRETEST:

—Describe briefly a minimum of three adjustment problems associated with old age.
—In a few sentences explain three reasons why it is important to plan for the time of retirement.
—Name a minimum of four governmental or private agencies which help our senior citizens.

LEARNING STRATEGIES:

—Read references on the contracting family and identify the major adjustment problems of aging.
—Invite a panel of retired people to discuss the adjustment problems faced at the retirement stage and what they have done about them.
—Investigate your community and identify local resources available to help the retired person. Determine the specific services they will give. Tour a rest home to see their facilities.
—Inventory your hobbies and extra-curricular activities and determine which, if any, would be activities that could be carried into the retirement period.
—Contrast the extended family system in other countries with the nuclear family favored in the United States today. What have we gained and what have we lost?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Debate: Are we doing what we should to help our senior citizens.
—Investigate our Social Security system and find the benefits.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: WHEN MARRIAGE FAILS

CONCEPT: Reasons For Divorce

OBJECTIVES:

IR —Recognize and determine the effect of a minimum of four forces in society today that are
SD applying pressure on family life and creating new marriage problems.

—Identify a minimum of five personality problems which often preclude divorce.

PRETEST:

—List four forces in today's society that are affecting family life. Analyze how these forces are creating marriage problems.

—List five personality qualities one could well associate with high-risk marriages apt to end in divorce.

LEARNING STRATEGIES

—Read selected references on marriage failure and divorce and determine the forces of today that are applying pressure on marriage and are creating new marriage problems.

—Interview several clergymen to learn about the attitude of their churches toward divorce. Check particularly on any changes that have occurred in the last twenty-five years.

—Read a case study to determine the effect of personality characteristics of the marriage partners which seem to cause critical conflict. Analyze the personalities of the people involved.

—Discuss the relationships between divorce and the following factors:

—ethnic origin
—rural-urban residence
—race
—duration of marriage
—economic status
—educational level
—age at marriage
—presence or absence of children

—Identify at least five personality characteristics that could be associated with high-risk marriages.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Conduct a personal research project. List names of friends and acquaintances of your own age level that you have known for as long as you can remember. Analyze the personal characteristics of the ones you have kept as friends for the longest periods of time. Consider the circumstances surrounding the time of these friendships. Draw conclusions as to the characteristics that seem to you to make for lasting relationships.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: WHEN MARRIAGE FAILS

CONCEPT: Annulment, Separation And Divorce Laws

OBJECTIVES:

IR —Know the difference between an annulment, a divorce, and a legal separation.
CE —Recognize that divorce laws differ throughout the United States.
—Explain three grounds for divorce in the state of Ohio.

PRETEST:

—Explain the following terms: annulment, divorce and legal separation.
—Name one state which has recently liberalized its divorce laws and explain the change and the reasons for it.
—List three legal grounds for divorce in Ohio.

LEARNING STRATEGIES:

—Read selected references and define annulment, divorce, and legal separation.
—Given a case study of a severe marital conflict, discuss reasons whether an annulment, a separation or divorce would be the appropriate action.
—Research the divorce laws in Ohio and the no-fault divorce law as in California.
—Attend a session of divorce court. Analyze the people involved and give your opinion as to why these people are being divorced. Note the grounds for which the divorce is tried and discuss whether they are fair.
—Debate: Our divorce laws are too strict.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compare incidences known to you of broken engagements versus annulments. In your opinion which causes the least trauma? Why did you come to this conclusion?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: WHEN MARRIAGE FAILS

CONCEPT: Adjusting To Divorce

OBJECTIVES:

IR —Recognize the number of people affected by divorce.
SD —Explain at least five effects on a minimum of three people involved in the divorce.
CE —Interpret a minimum of two myths about divorced persons.

PRETEST:

—List five people who could be affected by a divorce. Expand this answer to explain at least five effects on a minimum of three people involved in a divorce.
—Name and explain at least two myths about the divorced person.

LEARNING STRATEGIES:

—Read an open-ended case study of a divorced couple who are parents of three children. Finish the story and identify the people whose lives are affected by the divorce and the need to make some off-setting adjustments.
—Take the concept of the modern divorcee and illustrate how her or his life may be anything but happy and carefree.
—Discuss the effect of equal-rights legislation on divorce settlements.
—Write short accounts titled: "What Happened In A Divorce I Knew About."
—Discuss both sides of the question as to whether children of divorced parents should live first with one, then with the other parent or be asked to choose.
—Listen to a popular record or tape recording which tells how husband, wife and/or children live after a divorce.
—Discuss problems the children face after their parents are divorced and how they can be solved. Could the divorce possibly be a good thing for the children? Explain.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Without revealing any names, analyze two families who have been through a divorce. Choose one where the adjustment seems to have been made easily and one where there has been difficulty. Write your conclusions as to why the results were different.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: IMPROVING FAMILY LIFE

CONCEPT: The Future Of The Family

OBJECTIVES:

HR —Explain reasons for an optimistic attitude about marriage and the American family.
—Recognize ways of improving family life today.

PRETEST:

—List a minimum of three reasons to be optimistic about marriage and family life in American today.
—Identify at least four ways in which needed improvement in family life can be achieved.

LEARNING STRATEGIES:

—Read references which suggest ways of improving family life.
—Write a paper on whether or not a "successful family" is one of your long-term goals.
—Choose your answer and explain why:

> "Because of our high divorce rate we (should or should not) be pessimistic about the future of the family".

—Discuss reasons parents oppose or favor family-life education in the schools. How does family-life education differ from "sex" education.
—React to this statement: "Our problem-consciousness tends to make us exaggerate the seriousness of our marriage and family problems."
—Consider reasons why there is no adequate substitute for the family.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Poll classmates to find the number who plan to be married within the next ten years and why.

NON-SEQUENTIAL HOME ECONOMICS

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: LIFE LOGIC

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will determine values and goals before applying the decision-making process in analyzing self-organizational patterns within various life styles and cycles.

UNIT TITLE: THE EFFECTIVE CONSUMER

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop a flexible plan for the use of money in the light of interaction between the individual, the economy and the environment.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will demonstrate increased self-understanding because of ability to interpret the development of personality, find positive solutions for personal and family problems, use correct terms in describing human reproduction, recognize changing sexual roles and know how to make rational decisions about current social concerns.

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize areas of adjustment in married life throughout the family-life cycle, know sources of professional help, identify the responsibilities and regards of parenthood and be aware of positive methods of discipline.

UNIT TITLE: WHEN MARRIAGE FAILS

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize reasons for marriage failure, know the legal requirements for a divorce and be aware of possible effects on all the people involved.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will determine the responsibilities of parenthood necessary for providing a healthy atmosphere for a child.

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will develop criteria for proper care during pregnancy, compare the developmental stages of childhood and evaluate the individual needs.

UNIT TITLE: INTERACTION BETWEEN FAMILIES OR INDIVIDUALS AND COMMUNITY AGENCIES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze the community agencies that will contribute to the development of the child and judge the quality of child care agencies, facilities, and individuals who supplement parental care of children.

UNIT TITLE: LEGAL RESPONSIBILITIES AND RIGHTS

OVERALL COMPETENCY

—Given a real or simulated situation, the student will interpret the legal rights and responsibilities that parents and children have to each other.

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will select foods adequate in nutrition and with characteristics that will help insure the consumer of wiser utilization of food in any life style.

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will demonstrate ability to identify responsibilities and to work cooperatively in assuming identified roles in creative meal planning, preparation and service for individuals or families in selected life styles.

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

OVERALL COMPETENCY

—Given a real or simulated situation, the student will adapt traditional meals to meet special needs or interests of individuals.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSUMER ASPECT OF PERSONAL GROOMING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will realize the importance of good grooming habits through the care of self and the care of clothing for the dual role.

UNIT TITLE: CLOTHING CONSTRUCTION AS CREATIVE EXPRESSION

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize that clothing construction as a creative expression provides opportunities to develop increased knowledge and skills in the use of the sewing machine, sewing equipment and basic construction techniques.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: ENVIRONMENT FOR LIVING

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize housing alternatives and compare procedures and cost of renting and buying to satisfy a particular life style.

UNIT TITLE: CREATING ENVIRONMENT

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will demonstrate selecting and arranging furnishings, employing the elements and principles of design to meet their dual role needs.

UNIT TITLE: CARE OF THE HOME

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will perform adequate care of the home and its furnishings to provide an environment for the family which meets the needs of comfort, beauty, health, safety and convenience.

NON-SEQUENTIAL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: LIFE LOGIC

CONCEPT: Values And Goals

OBJECTIVE:
LS —Analyze two life styles in terms of recognized values and consciously chosen goals.

PRETEST:

—Using a case study, analyze two life styles in terms of recognized values and consciously chosen goals.

LEARNING STRATEGIES:

—Obtain from teacher a list of unfinished sentences to complete. Discuss your answers with other members of the class. Do your sentences indicate your values? Are yours similar to other class members? Would an adult give similar answers? As a group, decide what values are and how they may lead into a specific life style.

—Refer to selected readings and visuals concerning values, goals and life styles.

—Make a list of thirteen items you value. You are in a situation in which you have to sell some of the items. Circle the three items which have the most personal meaning and those three you want to sell first. Look back over the list of items, considering:

Why did I decide to do without the three items?
Why did I want to keep the other three?
Which things are nice but not necessary?
Would my best friend make the same choices? Why?

—Compare five goals which you have now and compare them to goals you may have five years from now. Analyze different resources needed in short and long term goals.

—Compare some of the new life styles with the traditional ones. Discuss how values and goals in today's world influence the choice of such life styles.

—Use pocket technique to analyze case studies.

POSTTEST:

Using a case study, analyze two life styles in terms of recognized values and consciously chosen goals.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a skit on several life styles using puppets to illustrate several life styles.

NON-SEQUENTIAL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: LIFE LOGIC

CONCEPT: Decision-Making Process

OBJECTIVE:
SD —Demonstrate the use of the decision-making process in solving six problem situations.
HR

PRETEST:

—Demonstrate the use of the decision-making process in solving six of the given problem situations.

LEARNING STRATEGIES:

—Develop a lesson plan for fellow classmates on the decision-making process. Establish the desired outcomes, plan the class activities, collect the necessary resources and teach the lesson or unit.

—Construct oversize dice cubes with one step of the decision-making process on each side. Present a problem situation where the decision-making process can be used and turn dice up to the step being employed as the process is carried out. Answer question, "How often does a performance constraint prevent us from carrying out what might be a better step?" A second cube can be blank except for "performance constraint" on one side. Answer question, "What are some performance constraints?"

—Play a decision-making game. Answer questions: "What changes would you make in your decision?"

—Use cartoons depicting frustrations experienced by a person who finds himself in a difficult situation because he didn't use the problem solving process. Evaluate each cartoon and explain how the situation could have been avoided or how to cope with the situation.

—Ask the teacher for case studies with problem situations and make decisions using the process learned.

POSTTEST:

Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Role play situations where decision-making must be done concerning activities in FHA, classroom, home and community.

—Write two plays, one illustrating wise use of the decision-making process and the other showing poor use of decision-making process.

NON-SEQUENTIAL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: LIFE LOGIC

CONCEPT: Self Organizational Patterns

OBJECTIVE:

SD —Analyze the self-organizational patterns with emphasis on task avoidance, commitments,
HR self motivation, by using the decision-making process in at least three situations.

PRETEST:

—Using a case study, analyze the self-organizational patterns including sequencing, task avoidance, commitments, self motivation by using the decision-making process.

LEARNING STRATEGIES:

—List tasks you dislike to do. Discuss questions, "What do you find yourself doing in order to avoid these tasks you dislike?"
—Analyze own description of your day in relation to the organizational patterns discussed and make revisions if desired.
—Present in-basket technique for organizing a day.
—Debate "We find time to do the things we want to do."
—Prepare and discuss skits to demonstrate motivational techniques. Does a verbal or written announcement of a time limit serve as motivation?
—Write a job description using information obtained from interviewing a worker. Discuss how job descriptions commit one to job responsibilities.
—Using a case study, analyze the self-organizational patterns including sequencing, task avoidance, commitments, self motivation by using the decision-making process.

POSTTEST

Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Reorganize your day or week to include time for volunteer help to an elderly person you know.
—Reorganize your morning schedule to decrease the amount of time spent in preparing for school. Consider storage of personal items and needs of other family members.

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: THE EFFECTIVE CONSUMER

CONCEPT: The Consumer And The Economy

OBJECTIVES:

CE —Identify three basic and direct effects of economic conditions on the individual and three
SD corresponding effects of the individual on economic conditions with respect to wages,
IR prices, supply and demand, inflation, recession, profits and competition.

PRETEST:

—Identify three basic and direct effects of economic conditions on the individual and three corresponding effects of the individual on economic conditions with respect to wages, prices, supply and demand, inflation, recession, profits and competition.

LEARNING STRATEGIES:

—Refer to selected references or visuals concerning the market system, economic interdependencies, supply and demand, inflation, recession, profits, competition and gross national product (GNP).

—You have made several decisions today that express your preference such as your choice of a cold drink. You may have decided to save some of last week's income for future use rather than spend it. These are economic votes. Compare these votes with other students.

—Design an illustration that shows the effect of an individual's purchase, such as a pencil, on the economy and the environment.

—Make a list of personal economic decisions that you have made as a consumer within the past two weeks involving spending, borrowing, saving or investing. Trace each of these decisions through the following formula:

GNP= C+I+G+F

(Gross National Product =Consumers + Investments + Government + Foreign Trade)

Show how your individual economic decisions might have affected the total economy. Explain how existing conditions in the total economy influence your personal economic decisions.

—Interview businessmen in the community as to how the following factors influence prices of products they sell: supply, demand, inflation, recession, competition, wages, profits and shoplifting.

—Work with some other students to develop case studies that show the effect of inflation and deflation on:

a retired person on a pension
a teacher on a yearly contract
the storekeeper who buys a large quantity of stock
the homeowner with a long-term mortgage
a high school student

—Compare prices of some common items you buy today with the same items cost from one, two, or five years ago. Discuss the economic factors affecting price change with the teacher.

—Identify three basic and direct effects of economic conditions on the individual and three corresponding effects of the individual on economic conditions - with respect to wages, prices, supply and demand, inflation, recession, profits and competition.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Select two of the following activities to illustrate an actual economic event affecting consumers: Suggested title-"A Current Economic Happening"

—bulletin board	—panel discussion
—display	—playlet

—Prepare a research paper on "Inflation - It's Effect on Individuals and the Economy".

—Interview people in different stages of the life cycle and in different life styles as to how the following factors have influenced their economic votes: wages, prices, supply and demand, inflation, recession, profits and competition.

NON-SEQUENTIAL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: THE EFFECTIVE CONSUMER

CONCEPT: The Consumer And The Environment

OBJECTIVES:

—Identify five consumer products and five practices which are harmful or potentially harmful to the environment. Choose three appropriate procedures for using and disposing of consumer and industrial products which reduce, and possibly eliminate, harmful effects on the environment.

—Analyze three methods of pollution control and environmental protection in terms of effectiveness and technological and economic feasibility.

PRETEST:

—Identify five consumer products and five practices which are harmful or potentially harmful to the environment.

—Choose three appropriate procedures for using and disposing of consumer and industrial products which reduce, and possibly eliminate, harmful effects on the environment. Analyze three methods of pollution control and environmental protection in terms of effectiveness and techlogical and economic feasibility.

LEARNING STRATEGIES:

—Investigate laws in your community and state which control waste disposal and burning. Set up a committee to share the work. Report to the class.

—Read selected references concerning the advantages and disadvantages of pesticides. Check visuals.

—Report on one animal which has become extinct or nearly extinct due to man's mis-management of wildlife.

—Plan ways to conserve materials within your own home and devise ways to efficiently store and reuse. How might a local recycling center assist you in these plans?

—Write a booklet about car safety. Include information and suggestions concerning safety features and practices for the car consumer.

—With two other students investigate and develop a pictorial story to present to the class about consumer products and practices which are harmful to the community or individual. Include ways in which teenagers can help overcome these.

—Establish four groups. Each group is to explore the uses and abuses of one of the following:

Land and natural resources such as minerals, timber, water, climate and other products of nature

Capital resources including goods, equipment and property used in production

Labor or human resources including the physical and mental efforts of those involved in producing goods and services

Risk capital from the entrepreneurs who bring other resources together and organize them for production.

—List five hobbies and discuss possible harm to the environment. Suggest ways to prevent such harm.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Work with or interview someone associated with a recycling center.

—Prepare a chart of community organizations concerned with correction of products and practices which are harmful to the environment.

—Develop a list of five or more careers which are related to consumer safety. Include the personal characteristics which would be appropriate to each career choice.

NON-SEQUENTIAL

MANAGEMENT AND CONSUMER EDUCATION

UNIT TITLE: THE EFFECTIVE CONSUMER

CONCEPT: Planned Spending

OBJECTIVES:

HR
IR
SD
CE

—Compare the fixed and flexible expense item differences between spending plans of two different families and/or persons.
—Develop a plan of financial protection for oneself and/or family based on present and future needs in regard to insurance, savings, investment and retirement.
—Develop a flexible spending plan for a family for one year.

PRETEST:

—Compare two plans for spending in relation to fixed and flexible expenses.
—Develop a plan of financial protection for oneself and/or family based on present and future needs in regard to insurance, savings, investment and retirement.
—Develop a flexible spending plan for a family for one year.

LEARNING STRATEGIES:

—Refer to suggested readings and visuals.
—Discuss with the teacher the differences between fixed and flexible expenses for both teens and families.
—Develop a model that shows how the teen's plan for spending can develop into a family plan. Display and discuss all the models. Answer question, Why is "flexible plan for spending" a better title than "budget"?
—Choose a form or prepare one which you would suggest as a plan for spending.
—Develop a flexible plan of spending for one of the case study families. Exhange plans with two other students for their suggestions before finalizing your plan. Which areas are similar to what you would want in a personal plan?
—If possible, play the "Budget Game," or develop a budget game for the class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study CREDIT in your area. Gather credit applications; interview people involved with credit, such as banks, credit unions, stores. Report common problems with which these people deal and how they handle the problems.
—Interview a lawyer about various laws, customs, estate planning, trust and wills. Discuss other times when legal advice might be needed.
—Leisure Time Expenses in the Plan for Spending - Have a hobby fair and include costs; make suggestions for substitution of resources for any given life style or life cycle.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: Personality Development

OBJECTIVES:

—Define personality and recognize background factors which contribute to personality development.

—Identify personality types and the complex process by which a human personality is formed.

PRETEST:

—Define personality.

—Name at least two major factors which determine personality; explain why they make a difference and tell which you think is more important.

—List at least four personality traits and explain how they may have been determined.

—Name three personal types and tell how they differ.

LEARNING STRATEGIES:

—Read to learn about the development of human personality.

—Debate: Heredity is more important than environment in determining human personality.

—Analyze case studies which show the influence of heredity, physical environment and the experiences of life on personality development.

—View a film which shows that the way a child is treated by his parents determines to a large degree the kind of adult this child will become.

—List the human characteristics which are determined by heredity, by environment and by the interaction of the two.

—Listen to a Head Start teacher explain why this program is needed.

—Discuss: Young people and adults too often judge a person by external personality traits such as the way one looks.

—Explain what is wrong in saying one person has "a lot of personality" and in this way inferring that some people have little or none.

—Identify the difference between an extrovert, an introvert and an ambivert. Why do you think these personality types develop? Which of these would you pick for your husband or wife and why?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Trace a hereditable trait in your family and find whether it is dominant or recessive.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: Personality Development

OBJECTIVES:

- Identify basic ego or personality needs and be aware of their importance in personality development.
- Recognize emotional, moral and social maturity and know how they may evolve.

PRETEST:

- List four basic ego or personality needs required from birth to death.
- Define emotional, moral and social maturity and explain how a person becomes mature in these three ways.
- Describe three people, one of which shows signs of emotional immaturity, one moral immaturity and one social immaturity even though they are grown-up physically.

LEARNING STRATEGIES:

- Complete an outline listing at least four basic ego or personality needs, explaining how they may be met at different ages and stages of life and describing the effect on human personality if these basic needs are lacking.
- Read to increase your knowledge of emotional, moral and social maturity.
- Observe yourself and others for signs of emotional, moral and social maturity. Report to the class without identifying the people.
- Discuss how parents can assist or retard the non-physical development of a child.
- Make a list of questions teenagers could use in judging their moral maturity.
- View a film in which a teenager makes a difficult moral decision.
- Explain why "people need people."
- Think back to your first boy-girl party and how important it was to you that you looked "right" and felt a part of the group. Interpret similar feelings today when you approach a new or uncertain social situation. Compare your feelings with those of your peers.

POSTTEST:

- Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- Observe several small children and their relationships with others for a period long enough to make some generalizations about their emotional, moral, and social maturity. Write reports on how they are alike and how different. Using your own opinion, explain why each is like he is.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: **Problem Solving Techniques**

OBJECTIVES:
HR —Explain positive and negative problem-solving techniques.
SD —Conclude that life consists of solving problems, some major and some minor.
LS

PRETEST:
- —List and illustrate at least four methods of solving problems, two of which are positive and two negative.
- —Describe what your life would be like if you had no problems to solve. How long would you be happy this way? Relate to a day in which you had a tough job to do and were proud of yourself after it was finished.
- —Name two real or imaginary problems you have had to solve recently and tell how they were solved.

LEARNING STRATEGIES:
- —Read selected references which describe problem-solving techniques, both positive and negative.
- —Write definitions and illustrations of positive and negative problem-solving techniques.
- —Describe a utopia-type existence in which no problems existed and the effect of this life style on human personality.
- —Read a story of a mentally-ill person who is unable to make a simple decision in order to solve a minor problem. See if you can suggest the origin of this illness.
- —Observe and record people using negative methods of solving problems. How many problems were actually solved and how many were merely avoided?

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Make a plan to use positive problem-solving techniques more often. Check yourself for progress.
- —Write out your definition of a well-adjusted person. Read your definition to the class and try to agree on a group definition.

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: Family Relationships

OBJECTIVE:

SD —Measure the influence of family relationships on personality development.
HR —Interpret reasons for family conflict.

PRETEST:

—List at least five ways in which family relationships contribute to the development of personality, first of a child and secondly of an adult.

—Describe at least three reasons for parent-teen conflict.

LEARNING STRATEGIES:

—Describe two people: one a famous person about whom you have read, the other someone you have known personally. Explain how their family relationships helped to make them the kind of person they were.

—Think back to your earliest memory and describe how your family was a part of this experience. Continue this autobiography to the present and continue to describe family influence which have been important to your development.

—Discuss reasons for the current "generation gap" and decide what both parents and teens can do to build a bridge of mutual understanding.

—On a continuum between "very strict" and "very lenient", place topics about which parents and teens do not agree. Describe possible problems when parents are either too strict or too lenient.

—Measure whether freedom to make personal decisions should be "given" or "earned".

—Read to discover the effect of position in the family on personality. Summarize from your reading advantages and disadvantages of being the oldest, middle or youngest child or an only child.

—Make a list of ways in which your sibs have contributed to your development.

—Explain how the ability to get along with your family is closely related to your success in marriage.

—Look for the truth or falsity in the following statement: "Once one reaches adulthood it is likely that sib influences will vanish from his life as motivating forces."

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—View a family situation on TV and write out a description of how family relationships influence personality development.

—Poll the class to determine family size most would consider ideal. Consider reasons for the smaller families today.

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **INCREASING SELF-UNDERSTANDING**

CONCEPT: **Human Sexuality**

OBJECTIVE:
SD —Know the scientific terms for the parts of the male and female reproductive systems and explain their function.

PRETEST:
—Identify on a diagram of the male and female reproductive systems the major reproductive parts. Explain secondary sexual characteristics as well.
—Using a minimum of ten correct terms explain what happens in the process of human fertilization resulting in conception.

LEARNING STRATEGIES:
—View a film or filmstrip explaining human reproduction.
—Listen to a physician or a nurse explain the reproductive process in both male and female and answer student questions.
—If desired, have a "gab" session for girls and a "bull" session for boys.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Research historical evidences of modes of dress of males and females. How have clothes in the past and how do they presently help or hinder the concept of human sexuality? Present your findings to the class or FHA members.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: Human Sexuality

OBJECTIVES:
- —Describe the physical, social and emotional changes of adolescence.
- —Identify possible adolescent problems and tell of solutions.

PRETEST:
- —List a minimum of five physical, social and emotional changes taking place during the adolescent years.
- —Name at least four problems which trouble some teens and suggest possible solutions.

LEARNING STRATEGIES:
- —Discuss the problem of the adolescent who matures either early or late. Summarize ways in which many of these concerns can be cured by time.
- —View a filmstrip showing the causes of teenage acne and clarifying common misconceptions.
- —Listen to a mini-lecture on the physical and emotional changes which occur during adolescence in both male and female, their causes and ways to adjust, including masturbation and other reasons for guilt feelings.
- —Make a list of the new social freedoms of adolescence matching each freedom with the responsibility which must be assumed as well.
- —Identify negative emotions often characteristic of adolescence and positive ways in which they may be expressed.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Read the story of a teenager who successfully overcame some of the changes and problems of adolescence.
- —Chart your mood cycles throughout each day for a week and see if you can correlate your experiences with your emotions at a particular time.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: Human Sexuality

OBJECTIVES:

—Recognize that human sexuality goes beyond reproduction to include other physical, emotional and social differences.
—Recognize that one's sexual roles are biologically and culturally defined.
—Explain how sexual roles are changing in today's society.
—Conclude that acceptance of human sexuality is essential in building a positive self-image.

PRETEST:

—List a minimum of three ways human sexuality goes beyond reproduction to include other physical differences between men and women.
—Explain a minimum of three ways in which men and women often respond differently emotionally.
—Name a minimum of two ways one's sexual role is biologically defined and a minimum of three ways it is culturally defined.
—List at least three ways sexual roles are changing in our society.

LEARNING STRATEGIES:

—Search out and read resource materials for information on physical, emotional and social differences between the sexes and on sexual roles.
—View filmstrips on masculinity and femininity.
—Have representatives of three or four different generations discuss in a panel what was expected of men and women when they were a young adult.
—Use transparency titled "Multiple Roles of Women" and change to a similar diagram titled "Multiple Roles of Men".
—Role play the personality development of a girl who would rather be a boy or the boy who thinks girls "have it made".

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview women who have assumed jobs usually reserved for men or the reverse. Include the occupation of homemaking.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: INCREASING SELF-UNDERSTANDING

CONCEPT: **Personal Decisions**

OBJECTIVES:

HR —Identify a minimum of three methods of making decisions.
IR —Recognize a minimum of four forces which influence personal decisions.
SD —Conclude that a mature person is one who lives with and accepts responsibility for one's decisions.

PRETEST:

—List three methods of decision-making and explain how they differ.
—Describe four forces which influence one's personal decisions.
—Read a case study showing a decision which had been made and the effects on the person's later life. Appraise the maturity of the person in learning to live with the decision and accepting the responsibility for it.

LEARNING STRATEGIES:

—Read a reference describing ways in which decisions are made. Outline the steps in rational decision making using the "decision-making" process.
—Illustrate the use of the steps of the decision-making process in making a real or imaginary decision.
—View a film which shows pressures which may sway personal decisions such as self, family, peers, advertising and entertainment provided by magazines, movies and television.
—Finish open-ended sociodramas to show how personal decisions during adolescence can have a lasting effect on one's life.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—From Sidney B. Simon, and others **Values Clarification**, complete "Strategy Number 71—Ready for Summer." What influenced you to make the decision you made?

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **INCREASING SELF-UNDERSTANDING**

CONCEPT: **Personal Decisions**

OBJECTIVE:

IR —Identify at least five areas of social concern and determine how the decisions made in
SD these areas will affect oneself and others, now and in the future.

PRETEST:

—List five current social concerns requiring personal standards for behavior and analyze how your decisions about these concerns can affect yourself and others, both now and in the future.

LEARNING STRATEGIES:

—Read references which discuss social concerns such as premarital sex, drugs, alcohol, tobacco, traffic accidents, over-population and pollution. Explain why personal decisions about these can affect yourself and others.

—Girls: List some ways in which boys try to encourage a girl to "go all the way". Suggest possible defense. Boys: Name some of the ways in which girls encourage sexual experimentation.

—View filmstrips or film loops showing open-ended situations involving moral decisions and write possible long-term results.

—Listen to a speaker from Alcoholics Anonymous or Al-non and they will describe how their group tries to help the problem drinker and his family.

—Brainstorm reasons why teenagers smoke, drink and use drugs. Decide whether this shows maturity or the lack of maturity.

—View films or filmstrips which give facts about smoking, drinking, and drugs.

—List all the situations which parents think indicate the misuse of cars by teenagers. Listen to teenage defense.

—Discuss all possible solutions to a premarital pregnancy and what could be the advantages and disadvantages of each solution.

—View a film showing the method by which venereal disease is spread, how it should be treated and possible results in both male and female if symptoms are ignored.

—Invite a representative from a local "Free Clinic" to tell of the services available to teenagers.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write your own "Dear Abby" questions and answer in a class discussion.

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVES;

IR —Recognize the importance of dating and courtship as parts of the process leading toward
SD mate selection.
HR —Describe at least four appropriate procedures for making oneself more datable.
—Conclude that people develop at different rates and have different interests and goals.

PRETEST:

—List a minimum of three steps leading from dating to marriage and explain the importance of each step.

—Outline a plan of action for a teenage boy or girl who has never dated but would like to start. Include at least four parts to the plan.

—Contrast at least four differences in level of development, interests or goals which could affect a teenager's readiness to date.

LEARNING STRATEGIES:

—View a film or filmstrip which shows the steps in the dating process and describe the responsibilities as well as the privileges of dating.

—Discuss how an individual can discover himself through dating.

—Outline the positive and negative aspects of going steady.

—Write a letter with good advice about dating to a younger brother or sister — real or imaginary—just beginning to date.

—In groups of two or three students divided according to sex, make a list of personality traits they like to find in a date.

—In this day of women's liberation, debate whether girls should have a right to ask a boy for a date. Have boys and girls on each team.

—Contrast the attitude toward dating of the vocational-school student who gets a job as soon as he will need a college degree in order to reach his career goals.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Using the chart "Psychological Differences Between Male and Female" found in the appendix, check the male and female characteristics and state how knowledge of these characteristics influences your attitudes toward the opposite sex.

PRE-TEST

PSYCHOLOGICAL DIFFERENCES BETWEEN MALE AND FEMALE

Directions: Read the list of characteristics. Divide which ones are more likely to apply to males by placing an M in the blank to the left of the characteristic listed. Place an F in the blank to the left of the characteristic that is most likely to apply to females.

______ 1. Aggressive
______ 2. Direct
______ 3. Sympathetic
______ 4. Socially aware
______ 5. Sexually insecure
______ 6. Job centered
______ 7. Bound by tradition
______ 8. Consistent
______ 9. Impulsive
______ 10. Vain
______ 11. Stable
______ 12. Moody
______ 13. Emotional
______ 14. Solitary
______ 15. Democratic
______ 16. Cunning
______ 17. Romantic
______ 18. Open minded
______ 19. Religious
______ 20. Domestic
______ 21. Concerned about physical appearance
______ 22. Tactful
______ 23. Suggestible
______ 24. Venturesome
______ 25. Empathetic

KEY

1. M
2. M
3. F
4. F
5. M
6. M
7. F
8. M
9. F
10. M
11. M
12. F
13. F
14. M
15. M
16. F
17. F
18. M
19. F
20. F
21. F
22. F
23. F
24. M
25. F

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **PREPARATION FOR MARRIAGE**

CONCEPT: **Mate Selection By Mutual Choice**

OBJECTIVES:

SD —Recognize that our society over-emphasizes "romantic love" in the selection of a mate.
HR —Explain how the ability to love is learned.
IR —Define the difference between immature, romantic love and lasting, productive love.

PRETEST:

—List a minimum of four ways in which one is influenced toward over-emphasizing romantic love in the selection of a mate.
—Trace the development of love from the infant who loves only himself to the mature adult who has learned to love unselfishly.
—Explain the difference between immature, romantic love and lasting, productive love.

LEARNING STRATEGIES:

—Describe couples you know or have read about whose marriage followed a very romantic love affair. How well have these couples adjusted to the responsibilities of marriage?
—Analyze the definition of lasting love found in I Corinthians 13. Contrast this with the way a movie star describes his latest love affair.
—View a filmstrip which traces the development of love from the infant to the mature adult.
—Observe an infant and his parents for mutual demonstration of affection. Discuss how this pattern of development will probably continue when all are older.
—Make a list of questions a person could use in judging whether the way one feels is infatuation or love that will last.
—Have a panel representing four different ages or stages of life discuss their feelings about love.
—React to this statement: Given a reasonably suitable male or female, you could probably fall in love with just about any attractive person who came along.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read poems written by recognized authors who have described their feelings about love. Do they describe romantic or productive love?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **PREPARATION FOR MARRIAGE**

CONCEPT: **Mate Selection By Mutual Choice**

OBJECTIVE:

IR
HR —Realize that our high expectations for marriage and our mate-choice system place the responsibility for a wise mate choice directly on the two people involved.

PRETEST:

—Given a list of at least ten reasons for marrying, indicate which reasons expect too much of marriage and which show a more realistic expectation.

—Rank in order of importance to you if you were seriously considering marriage the opinion of your parents, your friends and yourself. Explain why you ranked them as you did. Who must take the most responsibility for the success of this marriage and why?

LEARNING STRATEGIES:

—Examine a rating sheet which is designed to help couples considering marriage conclude their chances of a successful marriage. Discuss reasons why the questions on the rating sheet are important.

—Discuss what is meant by the term "marriageable". List certain traits or characteristics which could be included in this description.

—Consider the ability of parents to choose a more suitable mate in a parent-arranged system of marriage. How could the same help be given young people who marry under our self-choice system.

—Make a list of the personality traits which you would hope to find in the person you choose to marry. Consider whether these traits are the same you would have mentioned a year ago.

—Explain why couples who marry with the expectation that their romantic dreams will all come true often make the poorest adjustment to marriage.

POSTTEST:

—Ask your teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Read a story describing a parent-arranged marriage.

—Give your opinion in writing to either side of this question: "If parents choose mates for their children our divorce rates would be lower".

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVE:

—Comprehend how similarities and/or dissimilarities in background such as age, race, religion and economic level can aid in creating a successful marriage.

PRETEST:

—Explain how similarities and/or dissimilarities in age, race, religion and economic level can aid in creating a successful marriage. Discuss each factor separately.

LEARNING STRATEGIES:

—Read references that discuss factors in wise-mate choice.

—Invite a Catholic priest, a Jewish Rabbi and/or a protestant minister to describe possible adjustment problems in an inter-faith marriage.

—Get the reactions of the class and of their parents to inter-racial marriages. Analyze any differences.

—Consider the possible results of a Cinderella-type marriage to a prince compared with a marriage between the office boy and the boss's daughter. Decide who might have the greater problem and why.

—Discuss the rationale behind the use of matching backgrounds in computer programming for scientific mate choice.

—Poll the class to find what they consider the ideal age difference between married couples. Consider one good reason for the wife being older than her husband.

—Analyze relationship between educational level and success in marriage.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe couples who have had long, happy marriages and begin to seem so similar they even "look alike". See if you can find the similarities which caused their marriage to be happy.

—Read a story of a marriage between two very different people and analyze the effect these differences had on that marriage.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Mate Selection By Mutual Choice

OBJECTIVE:
HR —Know that maturity and readiness for marriage do increase the couple's chance that their marriage will last.
IR
SD

PRETEST:
- —List a minimum of five reasons why teenage marriages fail more often.
- —Name a minimum of five personality traits which would indicate maturity.

LEARNING STRATEGIES:
- —Read a case study describing a young, immature couple who are determined to get married at once. Change this description in a minimum of five ways to show how this couple might become more nearly ready for a lasting marriage.
- —View a movie or filmstrip showing the probable problems in a teenage marriage.
- —Interview a couple who did not marry until they had been out of high school a few years. Ask them how they feel about their decision.
- —Decide why chronological age is not an absolute measure of maturity for marriage. List personality traits which would be a better way to judge maturity.
- —Complete this sentence: "Before I marry . . ."
- —Listen to a medically-trained person discuss the biological risks of early motherhood.
- —Explain the fact that the happiness of men more than of women seems to be affected by age of marriage.
- —Discuss the topic: I would or would not want to live with my parents or have my parents help support me after marriage. You may present positive or negative views.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Using the "Far-A-Way-Island" material, answer the questions and explain how your answers might affect your understanding of your readiness for marriage.

FAR-A-WAY-ISLAND

Assume you have to spend the rest of your life on a remote island with just six people and no one else. None of these six people can be anyone you already know. But you're allowed to specify what they should be like. What kinds of people would you pick to live the rest of your life with?

How old would they be?
What sex would they be?
What things would they like to do?
What would they look like?
What kind of personalities would they have?

Your basic needs are taken care of.

EXAMINE:

Are the people you have chosen to live on the island very different from your friends?
If they are the same — what does this tell you about yourself?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: Marriage Laws And Customs

OBJECTIVES:

HR —Realize that marriage laws are an outgrowth of regional needs and customs and are
IR designed to protect the individuals being married, their children and society.

—Know the legal requirements for marriage in Ohio and contrast them with other states.

—Evaluate the effectiveness of these legal requirements on promoting lasting marriage.

PRETEST:

—Explain why marriage laws vary in different cultures and at different times in the same culture. Tell how three different laws protect the individuals being married, their children and society.

—List at least four legal requirements for marriage in Ohio and interpret the reasons for these requirements. Tell how the laws are different in at least two other states.

—Given the divorce statistics of two states whose marriage laws are more strict or less strict than those in Ohio, compare these data. Draw conclusions as to their relative level of effectiveness in promoting lasting marriage and explain possible reasons.

LEARNING STRATEGIES:

—Research to find the legal requirements for marriage in Ohio. Prepare a bulletin board display of these laws.

—Compare and contrast Ohio laws with those of other states. Interpret regional or cultural differences to seek an explanation for this variation.

—Listen to a lawyer or family service case worker discuss the reasons for marriage laws and why certain marriages are forbidden by law. Determine the background for common-law marriages and consider the current need and advisability of such marriages.

—Compare common-law marriages with the current "living together" without a legal marriage.

—Debate: Marriage laws in Ohio should be more lenient and present laws less rigidly enforced.

—Consider the effect of Ohio legislation reducing the age of adulthood from 21 to 18. Will this probably increase or decrease our divorce rate?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Investigate contract marriages for possible advantages and disadvantages. Report to class.

—Write what you think would be a good marriage law.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: PREPARATION FOR MARRIAGE

CONCEPT: **Being Engaged**

OBJECTIVES:

—Understand the real purpose of the engagement period.
—Relate the length of the engagement period to the probable quality of adjustment attained in marriage.
—Recognize areas of disagreement which are most likely to lead to marriage conflicts.
—Describe a minimum of four patterns of adjustment which can be used before or after marriage, two of which are good.
—Recognize how a premarital pregnancy could bring about a hurried, undesired or unsatisfactory marriage.
—Realize the importance of a premarital physical examination and know at least four methods of contraception and their comparative reliability.

PRETEST:

—Explain the following sentence: "The engagement period has far more meaning than selecting a ring and attending parties." What should be the real purpose of the engagement period?
—Tell how long you think a couple should be engaged before they would be ready to make a good adjustment in marriage. Is it only a matter of the length of the engagement period?
—List a minimum of five areas of disagreement which are likely to lead to marriage problems.
—Read a case study describing a minimum of four patterns of adjustment. Identify two positive ways in which a married couple could solve disagreements.
—List a minimum of four reasons a "have-to" marriage may not be the best way to start.
—Explain the importance of a premarital physical and identify a minimum of four methods of contraception, ranking them as to their reliability.

LEARNING STRATEGIES:

—Read to determine the real purpose of the engagement period.
—Listen to a physician explain the importance of a premarital physical. This could be done by telephone.
—Make a list of questions an engaged couple should answer honestly as they consider their readiness to marry.
—View a film showing an engaged couple making good use of the engagement period as they prepare for marriage.
—Relate the "we're as good as married" excuse for sex relations before marriage to the likelihood of an engagement failure.
—Discuss the rationalization behind the statement: "I'm marrying the girl, not her family".
—View a filmstrip showing methods of contraception and their comparative effectiveness.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Describe a real or imaginary forced wedding which led to an unsatisfactory marriage. Explain how you think the couple might have had a better marriage if they had more time to get ready.

NON-SEQUENTIAL

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Early Years

OBJECTIVES:

LS
IR
SD
HR

—Identify a minimum of four areas of family living to which a newly-married couple must adjust and conclude at least four reasons why this adjustment is needed.

—Illustrate a minimum of three patterns of adjustment which could reduce conflict in marriage.

—Identify a minimum of three sources of professional help which can help solve marital problems and explain how they could help.

PRETEST:

—Name a minimum of four areas of family living to which a newly-married couple must adjust and explain at least four reasons why this adjustment is needed.

—Describe three desirable ways in which disagreements between a married couple could be solved.

—List a minimum of three sources of professional help available in a marital crisis and identify the kind of help available from each source.

LEARNING STRATEGIES:

—Read selected references on the early years of marriage and marital adjustments. Identify and discuss the major areas of adjustment.

—Agree or disagree with the following statement: "Marriage failure is usually caused by a lack of maturity on the part of one or both of the marriage partners."

—Invite a marriage counselor, a minister or a priest, a physician and/or a lawyer to speak to the class on the type of help members of their profession could offer young couples.

—Discuss "Love will carry a couple through all their difficulties".

—Debate the statement: "I'm marrying the girl; not her family" versus "I'm marrying the girl and her family".

—Conclude how the young couple will have to adjust when their first child is born.

—Write a sociodrama describing the first argument in marriage and tell how it should end.

—Poll the class to see how many of the girls want to work after marriage and how many of the husbands-to-be expect them to work or will allow their wives to work. Discuss discrepencies and how this could lead to marital conflict.

—Discuss: The couple who never argues is sure to have a good marriage. Make a list of ground rules for a productive quarrel.

—Look for truth in the following statement: "The importance of sexual enjoyment to marriage success is much exaggerated".

POSTTEST:

—Ask teacher for posttest.

QUEST, IEP AND FHA SUGGESTIONS:

—Prepare a bulletin board titled: Marriage is not so much *finding* the right person as **being** the right person.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: ADJUSTMENTS WITHIN THE MARRIED LIFE CYCLE

CONCEPT: The Crowded Years

OBJECTIVES:

IR —Develop criteria which would help a couple decide when they are ready to become parents.
HR —Determine a minimum of three ways parents can increase chances of having a healthy
SD baby including hereditary and prenatal influences.
—Create a plan to aid parents in providing a desirable environment for physical and mental development of a child.

PRETEST:

- —List a minimum of four questions a couple should ask themselves when they are deciding whether or not they want to have a baby.
- —Tell three ways parents can help give their new-born child a healthy body.
- —List three hereditary diseases and three physical conditions which will increase the tendency toward certain disabilities.
- —Outline at least four procedures for working with children in a positive way which will build their self-confidence and self-control.

LEARNING STRATEGIES:

- —Read selected references for information about readiness for parenthood. Identify the needs of the expectant parents as individuals and the needs of the new-born.
- —Listen to a mini-lecture on the hereditary influences on the infant including possible disabilities. Learn where genetic counseling is available in your area.
- —View a filmstrip which shows hereditary and prenatal influences on the health of the new-born child.
- —Read to find appropriate hints for training a child. Give examples of how these hints would be used in everyday experiences with children.
- —Socio-drama: A domestic scene in the two-year old stage of a child that illustrates first positive guidance and discipline and a second scene that shows negative methods. Analyze the possible results of both kinds of discipline.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Read to find the possible effect alcoholism, drug usage or of venereal disease in the parent on the new-born child.
- —Invite the parents of an adopted child to visit the class and explain the adoptive procedure they followed and how they have adjusted to this type of parenthood. If possible, have them bring the adopted child or children.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: WHEN MARRIAGE FAILS

CONCEPT: Reasons For Divorce

OBJECTIVES:

IR —Recognize and determine the effect of a minimum of four forces in society today that are
SD applying pressure on family life and creating new marriage problems.

—Identify a minimum of five personality problems which often preclude divorce.

PRETEST:

—List four forces in today's society that are affecting family life. Analyze how these forces are creating marriage problems.

—List five personality qualities one could well associate with high-risk marriages apt to end in divorce.

LEARNING STRATEGIES:

—Read selected references on marriage failure and divorce and determine the forces of today that are applying pressure on marriage and are creating new marriage problems.

—Interview several clergymen to learn about the attitude of their churches toward divorce. Check particularly on any changes that have occurred in the last twenty-five years.

—Read a case study that illustrates that the given personality characteristics of the marriage partners gave rise to the terminating conflict. Analyze the personalities of the people involved.

—Discuss the relationships between divorce and the following factors:

—ethnic origin
—rural-urban residence
—race
—duration of marriage
—economic status
—educational level
—age at marriage
—presence or absence of children

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Conduct a personal research project. List names of friends and acquaintances of your own age level that you have known for as long as you can remember. Analyze the personal characteristics of the ones you have kept as friends for the longest periods of time. Consider the circumstances surrounding the time of these friendships. Draw conclusions as to the characteristics that seem to you to make for lasting relationships.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: **WHEN MARRIAGE FAILS**

CONCEPT: **Annulment, Separation And Divorce Laws**

OBJECTIVES:

—Know the difference between an annulment, a divorce, and a legal separation.
—Recognize that divorce laws differ throughout the United States.
—Explain three grounds for divorce in the state of Ohio.

PRETEST:

—Explain the following terms: annulment, divorce and legal separation.
—Name one state which has recently liberalized its divorce laws and explain the change and the reasons for it.
—List three grounds for divorce in Ohio.

LEARNING STRATEGIES:

—Read selected references that will help you define annulment, divorce and legal separation.
—Given a case study of a severe marital conflict, establish whether an annulment, a separation or divorce would be the appropriate action.
—Research the divorce laws in Ohio and the no-fault divorce law in California.
—Attend a session of divorce court. Analyze the people involved and give your opinion as to why they are being divorced. Note the grounds for which the divorce is tried. Decide whether these grounds represent the real reasons for the marriage failure.
—Debate: Our divorce laws are too strict.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Compare incidences known to you of broken engagements versus annulments. In your opinion which caused the least trauma? Why did you come to this conclusion?

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: WHEN MARRIAGE FAILS

CONCEPT: Adjusting To Divorce

OBJECTIVES:

IR	—Recognize all the people affected by divorce.
SD	—Explain at least five effects on a minimum of three people involved in the divorce.
CE	—Interpret a minimum of two myths about divorced persons.

PRETEST:

—List five people who could be affected by a divorce. Explain at least five effects on a minimum of three affected people.

—Name and explain at least two myths about the divorced person.

LEARNING STRATEGIES:

—Read an open-ended case study in which a couple who are parents of three children have obtained a divorce. Finish the story and identify the people whose lives are affected by the divorce and need to make some off-setting adjustment.

—Take the concept of the "gay divorcee" and illustrate how her life may be anything but.

—Discuss the effect of equal-rights legislation on divorce settlements.

—Write short accounts titled: "What Happened In A Divorce I Knew About."

—Discuss both sides of the question as to whether children of divorced parents should live first with one, then with the other parent or be asked to choose.

—Listen to a record which tells how husband, wife and/or children live after a divorce.

—Discuss the problems children face after their parents are divorced and how they can be solved. Could the divorce possibly be a good thing for the children? Explain.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Without revealing any names, analyze two families who have been through a divorce. Choose one where the adjustment seems to have been made easily and one where there has been difficulty. Write your conclusions as to why the results were different.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Attitudes Toward Children

OBJECTIVES:

SD —Analyze two positive and two negative attitudes toward children with possible reasons for
IR the attitudes.

—Identify at least five desirable traits for a parent to exhibit when working with children.

PRETEST:

—List two positive and two negative attitudes toward children and suggest reasons why an individual may have this attitude.

—List five desirable traits for a parent to exhibit when working with children.

LEARNING STRATEGIES:

—Discuss how attitudes toward children are acquired. How can they be changed?

—Examine case studies dealing with incidents involving attitudes toward children; identify the attitudes apparent and analyze the reasons for the attitude.

—Make a collage representing attitudes toward children. Explain the factors which influence feelings.

—Observe a group of three or more preschool age children for fifteen minutes while they are playing. Answer the following:

What did the children do that you liked?
What did they do that you disliked?
What kinds of behavior would you like to change? Why?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study ways children are handled, relating specifically the manner in which you were treated as you grew up, and relate this treatment to the attitudes you have.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Heredity And Environment

OBJECTIVES:

SD —Distinguish hereditary from environmental factors and identify how these factors influence
IR the characteristics of a child.

—Determine at least ten environmental characteristics which will contribute to the satisfactory development of a child.

PRETEST:

—Given a list of factors, select those determined by heredity and those determined by environment. Indicate the influence environmental factors have on a child.

—List ten environmental characteristics which will contribute to the satisfactory development of a child and explain the influences of these characteristics.

LEARNING STRATETIES:

—View a film on heredity.

—Read references which indicate hereditary and environmental factors.

—Define heredity and environment.

—Research hereditary features in one's own family. Make a diagram of your own family tree indicating height, bone structure, hair, and eye coloring.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create a display case or bulletin board illustrating heredity and environment.

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Life Styles

OBJECTIVE:
LS —Explain the consequences of different life styles on children.
SD
IR

PRETEST:

—Identify the consequences of four of the following life styles on children: traditional family, single parent, communal, contractual family, and step parents.

LEARNING STRATEGIES:

—Read references defining and discussing various life styles.
—Prepare a report which identifies and explains the different life styles and their influence on children.
—View a film on life styles.
—Discuss with a panel composed of persons of various life styles the feelings they have about the relationship of this life to the growth of children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Determine the various life styles within the class. Consider the stereotyped ideas that are present concerning these life styles.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Family Planning

OBJECTIVES:

SD —Identify the purpose and effectiveness of six types of birth control methods and sterilization.
IR
HR —Compile information concerning legal abortion and illustrate how the current law is applied
CE in at least one specific case.

PRETEST:

- —List six types of birth control methods and their degree of effectiveness.
- —Write a case study concerning legal abortion and illustrate how the law is applied.
- —Compare the predicted effects on our economic system if our population is cut back as opposed to allowing the population to continue to grow.

LEARNING STRATEGIES:

- —Read references about abortions and abortion clinics.
- —Listen to a lawyer discuss legal abortions.
- —Discuss the emotional feelings of individuals involved in an abortion.
- —Read references concerning the economic system and its relationship to the population.
- —Discuss with classmates the relationship of our economic system to population.
- —Discuss the various types of birth control devices. Consider how birth control needs may change throughout the life cycle.
- —Analyze at least four effects on our economic system if our population is cut back as opposed to allowing the population to continue at the current rate.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Check newspapers and periodicals for items on population explosion. Discuss in terms of the implications for everyone in society.
- —Listen to speaker from Planned Parenthood. Consider the greater acceptance of such organizations today compared to several decades past. What does this reflect in our society?

CHILD DEVELOPMENT

UNIT TITLE: PARENTHOOD

CONCEPT: Management Of Resources

OBJECTIVE:

CE —Analyze how parents must use their resources (time, money, energy) to provide for the optimum development of their children.
SD
HR
IR

PRETEST:

—Write at least three paragraphs indicating how parents must use their resources to provide for the optimum development of their children.

LEARNING STRATEGIES:

—Read references relating to management as it needs to be done in child care.
—Evaluate a chart or transparency showing time, money, and energy required for rearing children. Include cost of feeding, clothing, education, sharing duties, father's role and responsibility—alter as necessary when or if mother goes to work.
—Consider ways to save time and energy in child rearing. Introduce these ideas in your own home.
—View a film concerning parental fulfillment of responsibilities.
—Role play use of energy in child rearing.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study, in-depth, the cost of rearing a child. How will life styles change with the onset of children.
—Interview parents to discover their methods of managing resources at the beginning of child rearing.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: **Conception To Birth**

OBJECTIVES:

SD —Recognize four symptoms of pregnancy.

—Identify, in sequence, the stages of development of the fetus.

PRETEST:

—Upon reading a case study, determine the likelihood of whether or not the character is pregnant, and circle the given symptoms indicating pregnancy.

—Given a list of the fetal developmental stages, place them in sequence.

LEARNING STRATEGIES:

—Read references regarding the symptoms of pregnancy.

—Listen to a doctor discuss the symptoms of pregnancy.

—View a film about pregnancy.

—View transparencies of fetal development.

—Listen to a discussion of pregnancy symptoms and the stages of development.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview a doctor regarding the symptoms of pregnancy.

—Compare prenatal guides, books, and general information available today to information popular several decades ago.

—Observe in a museum or science display the progression of fetal development.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Conception To Birth

OBJECTIVES:

SD —Explain at least five possible discomforts of pregnancy and describe how they might be overcome.

—Identify three serious complications of pregnancy and indicate how these might be handled.

PRETEST:

—List the possible discomforts of pregnancy and indicate how each might be overcome or reduced.

—List three serious complications of pregnancy and indicate how these might be handled.

LEARNING STRATEGIES:

—Read references which discuss discomforts and complications of pregnancy.

—Listen to a medical professional discuss the discomforts and complications of pregnancy.

—Talk to a panel of new mothers to ascertain discomforts they experienced, the advice they received, and the relief gained.

—Discuss the relationship of physical discomforts of pregnancy to psychological discomforts of pregnancy.

—Compile newspaper and magazine articles relating to pregnancy and conditions known to be related to birth defects.

—Interview a pregnant woman to find information concerning the following:
  first feeling of weight gain
  changes in clothing size
  general difficulty with mobility

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—List qualities of a doctor which would enhance comfort and confidence during pregnancy.

—Study factors which might lead to complications during pregnancy.

—Interview a doctor concerning the procedure for caring for a premature baby.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: **Conception To Birth**

OBJECTIVES:

SD
HR

- —Plan a five day diet which satisfies the recommended servings of the basic four food groups for the pregnant woman.
- —Plan a wardrobe for a pregnant woman.
- —Plan a schedule showing altered needs of rest and sleep for a pregnant woman.

PRETEST:

- —Write a five day menu for a pregnant woman which satisfies the basic four food groups and the recommended allowances.
- —Select pictures of clothing appropriate for the pregnant woman during the last trimester.
- —Plan a schedule showing the changed needs in sleep and rest for a pregnant woman.

LEARNING STRATEGIES:

- —Read references for information about diet, clothing, rest, and personal health considerations of the pregnant woman.
- —Write menus for a pregnant woman.
- —Look at maternity clothing and evaluate in terms of ease of care, comfort, cost, activity, and style.
- —Discuss changes which occur during pregnancy in terms of personal care.
- —Discuss current materials to discover new thoughts about weight gain during pregnancy.
- —Plan "A Maternity Wardrobe on a Shoestring." Price actual clothing from stores and catalogs. Consider activities during pregnancy, employment, season, and possible borrowed clothing.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Read studies now being made related to diet and the pregnant woman.
- —Visit a maternity shop or maternity fashion show. Compare today's garments for pregnant women with those of the early 1900's.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Conception To Birth

OBJECTIVE:
SD —Differentiate the considerations a working pregnant woman needs to make from those of
IR the non-working pregnant woman in regard to her prenatal care.
HR

PRETEST:

—Identify the considerations a working pregnant woman needs to make and the considerations a non-working pregnant woman needs to make in regard to her care.

LEARNING STRATEGIES:

- —Listen to a panel of pregnant women or new mothers to learn their length of maternity leave, place of employment, and advice given by doctors about working during pregnancy.
- —Inquire about maternity leave at different places of employment in the community.
- —Interview women who are new mothers (some who worked during pregnancy and some who did not). Compare their concerns.
- —Read references about physical limitations of pregnant women and how they differ for individuals.
- —Discuss attitudes concerning mothers who are employed.
- —Plan a schedule allowing for job demands, household activities, and needs of the family.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Collect magazine and newspaper articles demonstrating current trends in the employment of pregnant women.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Conception To Birth

OBJECTIVE:

SD —Describe the various types of childbirth and indicate the situations in which each type of delivery would occur.

PRETEST:

—Explain the types of childbirth and indicate the situations in which each type of delivery would occur.

LEARNING STRATEGIES:

—Read references discussing types of childbirth.

—Create a chart comparing the types of childbirth. Evaluate types considering cost, availability, ease of fitting into current life style.

—View a film on childbirth.

—Examine charts and transparencies showing positions of the fetus at birth. Discuss the influence the position has on delivery.

—Discuss the birth process and the terms "natural" childbirth, forceps, induced, breech, and Cesarean deliveries.

—Identify reasons for the responses given by a panel of new mothers to the questions: How long did you stay in the hospital? What type of anesthesia? Cost?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study the Lamaze method of childbirth and attend a class for those planning to give birth by the Lamaze method. What could be considered unique about this method?

—Visit the maternity ward of a hospital to see the labor room, delivery room, and nursery.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Infant To One Year: Physical Needs

OBJECTIVE:
SD —Recognize food needs at each level of growth (infant, toddler, preschooler, early school,
HR adolescence).
CE

PRETEST:

—List four food needs at each of the following age levels: infant, toddler, preschooler, early school, adolescence.

LEARNING STRATEGIES:

—Read references on food needs of children.
—View film of the proper techniques of feeding a baby.
—Chart the food needs of children and the ages at which a young child can eat various foods.
—Discuss the importance in guiding young children in forming good food habits.
—Discuss the importance of regular mealtime and wholesome snacks for children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Discuss the influence of television ads on children's attitudes toward food. Create an ad that would make children aware of the benefits of nutritious food.
—Read selected references on breast feeding. Consider society's attitude toward breast feeding today. Discuss positive and negative attitudes of breast feeding.
—Debate breast feeding vs. bottle feeding.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: **DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN**

CONCEPT: **Infant To One Year: Physical Needs**

OBJECTIVES:
SD —Illustrate sleep needs at the various growth stages.
HR —Demonstrate proper bathing and skin care procedures for an infant.

PRETEST:
—Chart sleep needs of children during at least three stages of their growth.
—Demonstrate proper bathing and skin care of a baby using a doll or real child.

LEARNING STRATEGIES:
—Read references on the sleep needs of children.
—Compare the requirements of sleep and exercise of a six-month old child, a six-year old child, and a sixteen year old child.
—Suggest ways to get small children to bed with a minimum of trauma.
—View films on bathing a baby.
—List the bathing and skin care needs of a child.
—Observe a mother giving a young child a bath. Discuss various bathing equipment and products.
—Establish criteria for handling bath time procedures for children.
—Experiment with a washable doll the various ways of holding an infant when giving a bath.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Develop a bulletin board showing bath time hazards and how they can be corrected.
—Test various bath products and equipment for desirable use by children. Consult dermatologists for more information.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: **DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN**

CONCEPT: **Infant To One Year: Physical Needs**

OBJECTIVE:

IR —Identify a minimum of ten health and safety needs of children.

PRETEST:

—List ten health and safety needs of children.

LEARNING STRATEGIES:

—Discuss need for safety of child vs. need for experimentation.
—Identify dangers for children in different age groups: infants, preschoolers, school agers.
—Role play situations using poor safety, then react using safety precautions.
—React to each of the following. Tell why and when each is necessary:
  - plenty of food
  - good food
  - clothing
  - immunizations
  - physical checkup
  - dental checkup
  - rest
  - clean surroundings

—Observe a nurse demonstrate techniques to use in home care of a sick child and in caring for injuries.
—Determine the nutritional needs of a convalescing child. Plan menus and ways of serving convalescent meals.
—Create a bulletin board showing diseases which presently have immunizations.
—Discuss how often to have a physical examination for a newborn, for a preschooler, and for a school age child. How important is the physical examination to health? What is meant by preventive medicine?

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a child care facility and analyze the indoor and outdoor play areas to identify potential safety hazards.
—Survey homes with young children to find hazards and ways to eliminate the hazards.
—Prepare a first aid kit to be used in your home or for babysitting purposes.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Infant To One Year: Social Needs

OBJECTIVES:

SD —Identify a minimum of three basic social needs of children.
LS —Demonstrate a minimum of five ways to show children they are loved, valued, and re-
IR spected.

PRETEST:

—List three basic social needs of children.
—Demonstrate five ways of showing a child he is loved, valued, and respected.

LEARNING STRATEGIES:

—Read selected sources on social needs of children.
—Read sources discussing children's solitary play, parallel play and cooperative play. At what age does each stage seem most common?
—Observe children reacting with other children. Write down the social interaction which occurs. Do they share, talk together, show affection, respect of others, etc.?
—Discuss ways to show love to a child. Consider ways that your parents and teachers show their love and respect to you. Why do some people have difficulty expressing these feelings?
—Work in small groups to develop case studies concerning a child's need for acceptance, affection, and achievement.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Observe young children in a group situation to see how they are meeting each other's needs.
—Analyze case studies to learn of various ways children react socially to others.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Infant To One Year: Emotional Needs

OBJECTIVES:

SD —Identify children's basic emotional needs.
IR —Explain the importance of expressing emotions in socially approved ways.

PRETEST:

—List children's basic emotional needs.
—Explain the importance of expressing emotions in socially approved ways.

LEARNING STRATEGIES:

—Read resources on emotional needs of children and expression of emotions.
—List emotions common to each age level.
—Clip pictures from magazines showing emotions and label them.
—Identify some emotions that are being expressed presently in the classroom situation. How else could they be expressed?
—Observe young children and record conversations which reveal their feelings, anxiety, curiosity, and fears.
—Observe parent-child interaction during a child's emotional outbreak. Analyze causes and how it might have been avoided.
—Role play various situations in which a child expresses emotions in a socially unacceptable way. Determine ways to help the child express his feelings in socially approved ways.
—Discuss children's reactions to uncontrolled emotions in adults.
—Share personal experiences of emotions felt as a child and what this emotion means now.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Keep a diary for 48 hours recording emotional situations and how your needs were met.
—Prepare a bulletin board illustrating various ways in which children express their affection.
—Listen to a presentation by a worker in the area of emotional health (psychiatrist, mental health worker, emotional health counselor).

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: Infant To One Year: Intellectual Needs

OBJECTIVES:

SD —List a minimum of four basic intellectual needs of children.

—Explain the influences of books, records, and individuals on children.

PRETEST:

—List four basic intellectual needs of children.

—Explain the influence of books, records, and individuals on children.

LEARNING STRATEGIES:

—Read resources on intellectual needs of children.

—Share experiences of one's own childhood memories relating how certain information was learned to how childhood problems were solved.

—Discuss ways adults can offer children the opportunities to reason and attack problems.

—Listen to children talking; note the structure of sentences, words used and information conveyed.

—Discuss how adults stimulate a child's learning about himself, others, and the world around him.

—Explore a variety of children's books, nursery rhymes, and records to see influence they might have on children.

—Observe various TV shows developed specifically for children (Sesame Street, Misteroger's Neighborhood, Electric Company). Note various methods used to educate a child.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Help a child learn something new (colors, how to tie shoes, how to feed one's self). List various steps the child went through before goal was accomplished.

—Construct a toy or game that would aid a child's intellectual development.

—Visit a preschool center or kindergarten and list equipment used to stimulate intellectual growth.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: The Child One To Six

OBJECTIVE:
SD —Generalize characteristics of physical, emotional, social, and intellectual stages of growth
IR of the child one to six.

PRETEST:
—Make a graph or timeline showing the characteristics of physical, emotional, social, and intellectual stages of growth of the child one to six.

LEARNING STRATEGIES:
—Read references discussing physical, emotional, social, and intellectual growth.
—Observe children and write a summary of the characteristics they display and relate to developmental stages.
—Use transparencies or bulletin board as a stimulus to discussion of physical, emotional, social, and intellectual needs of children. Discuss how parents meet these needs.
—Observe children of different ages and compare their stages of development.
—Listen to a panel of persons (mothers, nursery school teachers) discuss techniques they have used in dealing with emotional reactions of children at different ages.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Observe a child over the course of a semester; observe the stages of emotional development.

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: The Child One To Six

OBJECTIVE:
SD —Determining a technique for guiding children positively through the developmental stages
IR and demonstrate the technique.

PRETEST:

—Demonstrate a technique for guiding children positively through the development stages. Demonstrate the technique.

LEARNING STRATEGIES:

—Read references about the developmental stages of the child one to six.
—Observe children and compare the physical, emotional, social, and intellectual characteristics of the stages.
—View a film depicting the teaching of desirable habits and identify what makes them desirable.
—Role play a situation analysis game where students tell what they would do in specific instances of behavior and tell why that action is appropriate.
—Role play special situations which occur as the child is growing, i.e., going to the hospital, moving, toilet training.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Formulate a guide for prospective parents telling them how to develop a wholesome relationship with their children.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: DEVELOPMENTAL STAGES AND INDIVIDUAL NEEDS OF CHILDREN

CONCEPT: ***The Child Seven Through Adolescence***

OBJECTIVES:

SD —Identify the growth (physical, emotional, social, intellectual) which takes place at age
IR seven through adolescence.

—Determine the guidance the school-age child needs for optimum development.

PRETEST:

—List the growth changes which take place at age seven through adolescence.
—Write a case study in which you show a child of a specified age receiving guidance.

LEARNING STRATEGIES:

—Read references about the child seven through adolescence.
—Listen to a school psychologist discuss readiness for school.
—Discuss different age responses to discipline techniques.
—Plan activities for the child of school age to help him develop socially.
—Compare the role of various adults in disciplining children.
—With materials found in the home, exhibit those which can be used for creative activities and suggest how they can be used.
—Give examples of decisions made in a situation involving children and identify positive and negative factors. What guidance was needed to help you make this decision? Relate this to helping a child make a decision.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Study testing of children—behavior, intelligence, achievement.
—Make a case study of two children of the same chronological age. Compare behavioral patterns and disciplining of the two.

NON-SEQUENTIAL

CHILD DEVELOPMENT

UNIT TITLE: INTERACTION BETWEEN FAMILIES OR INDIVIDUALS AND COMMUNITY AGENCIES

CONCEPT: Child Care Outside The Home

OBJECTIVES:

CE —Differentiate among the types of child care facilities.
IR —Describe at least three characteristics of each of the various types of child care facilities.

PRETEST:

—Identify the types of child care facilities.
—Describe three characteristics of the various types of child care facilities.

LEARNING STRATEGIES:

—Read references discussing differences among the types of child care facilities.
—Brain storm the types of child care facilities and purposes of each.
—Survey the community and report on the sources of child care available.
—Listen to resource persons discuss services offered by their specific type of child care facility.
—Discuss ways that life style might dictate need for various child care facilities.
—Analyze what each type of facility offers and the cost of each.
—Listen to a day care center director discuss the care of children of working parents.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit various child care facilities.
—Volunteer for community work in a guidance establishment.

CHILD DEVELOPMENT

UNIT TITLE: INTERACTION BETWEEN FAMILIES OR INDIVIDUALS AND COMMUNITY AGENCIES

CONCEPT: Care For Children With Special Needs

OBJECTIVE:
SD —Determine the type of agency or facility needed for a child with a specific special need.

PRETEST:
—Analyze a case study about a child with a special need and specify the type of facility needed by that child.

LEARNING STRATEGIES:
—Read references regarding facilities for children with special needs.
—View a film dealing with children with special needs.
—Listen to a speaker discuss recognizing special needs of a child.
—List sources of help in the community for children with problems.
—Read case studies of how people rely on community services for children with special needs.
—Analyze the role of family members in the life of children with special needs.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Create a bulletin board illustrating a day in the life of a child with a special problem.
—Invite a class from a special school to participate with your class in a special way (games, refreshments, crafts).
—Investigate and report on specific agencies, their services, and their limitations.
—Prepare a directory of all agencies serving children with special needs and list the services the agencies provide.

CHILD DEVELOPMENT

UNIT TITLE: LEGAL RIGHTS AND RESPONSIBILITIES

CONCEPT: Parental Rights And Responsibilities

OBJECTIVES:
SD —Identify a minimum of two legal and two moral responsibilities of parents for their children.
IR —Recognize at least three legal rights parents have in regard to child guidance.

PRETEST:
- —List a minimum of two legal and two moral responsibilities of parents for their children.
- —Recognize at least three legal rights parents have in regard to child guidance and underline such responsibilities in a written case study.

LEARNING STRATEGIES:
- —Read references which discuss parental rights and responsibilities.
- —Listen to a panel of parents and children discuss the responsibilities each has for the other. Respond to the ideas presented.
- —Hear a lawyer present the position of the state in dealing with the rights and responsibilities of children and parents.
- —Consider and discuss situations where we have not carried out responsibilities to parents.
- —Discuss and give examples of various value systems reflecting different interpretations of parental rights and responsibilities.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Compile news articles related to parental responsibilities and discuss specific issues with a lawyer.
- —Discuss in parent/student group sessions changes that have taken place in the last half century in parental rights and responsibilities and what this reflects about our society.

CHILD DEVELOPMENT

UNIT TITLE: LEGAL RIGHTS AND RESPONSIBILITIES

CONCEPT: **Children's Rights And Responsibilities**

OBJECTIVE:
SD —Explain a legal and a moral responsibility the child has in relation to his parents.
IR
LS

PRETEST:

—Examine case studies and explain a legal and a moral responsibility a child has in relation to his parents.

LEARNING STRATEGIES:

—Read references which cover children's responsibilities.
—Brainstorm on a child's responsibilities.
—Listen to a panel of parents discuss the extent of children's responsibilities.
—Define legal and moral responsibilities.
—Read case studies pertaining to children's responsibilities.
—Consider ways a child's responsibilities to his/her parents will alter as he/she and the parents progress through the life cycle.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Consider how children's responsibilities to parents will differ depending on life style involved. Do some life styles require greater responsibility of children to their parents?

NON-SEQUENTIAL

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Adequate Nutrition In Daily Food Patterns

OBJECTIVES:

SD —Create nutritionally adequate menus for a day for a young adult male or female.
HR —Adapt menus to meet nutritional needs of a young married couple when both work outside
LS the home.

PRETEST:

- —Plan a day's menus for a young adult male or female and then analyze the menu for nutritional content.
- —Consider five nutritional needs of a young married couple who work outside the home and adapt menus to meet their needs.

LEARNING STRATEGIES:

- —Read reference on the basic nutrients and their functions.
- —Identify the "Basic Four" as a guide to nutritional selection; using given daily menus as examples, explain how the basic four is incorporated into menu planning.
- —Identify the nutritional needs of a young adult male or female based on the minimum daily requirements.
- —Play nutrition bingo to review facts concerning nutrients, their functions, and sources.
- —Listen to a nutritionist, dietitian, or doctor discuss adequate nutrition for young adults and evaluate your needs vs. your present meal patterns.
- —Listen to television food advertisements and determine what nutritional claims are most frequently made for ten different food products. List products in order of:
    - a) nutritional value vs. cost per serving
    - b) nutritional value vs. time for preparation

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Develop a nutrition checklist and evaluate personal diet for three days.
- —List differences in nutritional needs according to stages of the life cycle.
- —Prepare on transparencies a nutrition series to be used in an elementary classroom.
- —Plan an FHA meeting to deal with food as seen by professionals, using a dietitian, a doctor, a food service worker, a social worker or other resource person available from the community.
- —Prepare a cartoon series, to be used in the school newspaper, on the function of nutrients.
- —Interview a coach to consider his views on the importance of nutritionally adequate diets for athletes. Report to the class.

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Food Purchases, Storage And Utilization Techniques

OBJECTIVE:

HR
CE —Select quantities and determine forms of food to be purchased based on the amount of money and storage available in three life style situations and justify the selections.

PRETEST:

—Using three life style situations, explain how the quality and form of food selected may be different based on the life style in question and the amount of money and storage available.

LEARNING STRATEGIES:

—Read reference or view filmstrip on forms in which food may be purchased.

—Using a common food, develop a display of the forms in which this food can be purchased with prices of each form. Consider number of servings per form and examples of when each form is best used.

—Role play three life style situations that involve selection and purchase of food. Include situations involving a teenager, a young working family and older people.

—Compare purchase costs per serving for three foods in two different forms. Analyze other costs that may add to the original purchase cost.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Display a "what's new" counter containing actual convenience food packages.

—Plan to can or freeze a particular food item and list the advantages and disadvantages of each method.

—Locate someone in the community who dries, cans, freezes, and smokes food for storage. Use this person as a resource for individual or class projects.

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Food Purchases, Storage And Utilization Techniques

OBJECTIVE:
CE —Analyze and explain how eight shopping rules, if followed, should result in consumer
HR and producer satisfaction.

PRETEST:

—Identify and explain eight grocery shopping rules that, if followed, should result in consumer and producer satisfaction.

LEARNING STRATEGIES:

—Refer to current research on food shopping habits.

—Develop and administer a questionnaire that deals with the food shopping habits of consumers; enlist the cooperation of a local food store or administer the questionnaire to neighbors. Compile the results, and report any conclusions that seem clear.

—Follow an assigned experienced shopper who has agreed to cooperate with the project and evaluate the procedures followed in selecting items for the family. List all techniques used and rate according to three degrees of satisfaction the shopper experienced.

—Analyze the satisfactions the store manager might experience because of the shopping techniques used by the shopper.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS

—Do the family grocery shopping three times, utilizing the principles of effective grocery shopping. Keep a record of what is done each time, noting any improvements.

FOOD AND NUTRITION

UNIT TITLE: FOOD PATTERNS FOR LIFE STYLES

CONCEPT: Food Purchases, Storage And Utilization Techniques

OBJECTIVES:

HR —Prepare six different types of food items for storage utilizing acceptable storage containers and materials and explain why each was used.

—Evaluate in a familiar kitchen, storage places for various types of food and make changes to improve ease of use if results seem undesirable.

PRETEST:

—Using six different types of food items, prepare for and identify acceptable storage containers and materials for each, and explain why each is used.

—Evaluate storage places for various types of food by justifying each one's place in the kitchen, making suggestions for changes if the storage place seems undesirable.

LEARNING STRATEGIES:

—Survey grocery shelves and then list the various containers and materials available for storing food items at home noting the food items for which they are suitable.

—Consider what recycling of containers and materials can be utilized in food storage.

—Read references on kitchen storage or the management of kitchen space.

—Plan for storing a prepared list of kitchen items in a kitchen unit which has a range center, mixing and preparation center, and service center.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Evaluate the storage procedures currently used in the family's kitchen and plan cooperatively for any changes that would make kitchen storage more efficient.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Cooperative Management

OBJECTIVES:

IR —Identify six techniques to simplify the task of providing nutritionally adequate food for
LS individuals or families in three selected life styles.
HR —Analyze present responsibilities for meal preparation and create and carry out specific plans for different individuals to share the tasks.

PRETEST:

—List six techniques to simplify the task of providing nutritionally adequate food for individuals or families in three selected life styles.

—List specific plans for individuals in three different life styles so that the responsibilities for meal preparation are shared tasks.

LEARNING STRATEGIES:

—Interview individuals to determine how the task of providing food for their household is met. Ask representatives of the differing life styles to discuss them with the class.

—Read references on work simplification and preparation techniques that simplify meal preparation.

—List ways that individuals may be involved in meal preparation tasks, taking into consideration age, time available, and work schedules.

—Plan a day's meal preparation schedule for a family of four where parents work full time outside the home and have a teenage son and elementary school age daughter.

—Identify and chart the responsibilities to be shared by individuals who are to prepare a simple meal during laboratory time at school.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Create a bulletin board that identified techniques to simplify the task of food preparation for individuals or families.

—Compare the time required for one person to prepare and serve a specified meal with the time it takes three individuals to share in the preparation and service of the same meal.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Creative Preparation And Service

OBJECTIVES:

HR —Apply basic cooking principles and techniques in preparing each of three foods in three ways to vary calories, cost, color, texture and flavor.

—Create and serve two simple meals meeting nutritionally accepted requirements, basic cooking principles and techniques, and aesthetic serving techniques.

PRETEST:

—List basic cooking principles and techniques that can be used in preparing each of three foods in three ways to vary calories, cost, color, texture, and flavor.

—Plan for the preparation and service of two simple meals that meet nutritionally accepted requirements, basic cooking principles and techniques, and aesthetic serving techniques.

LEARNING STRATEGIES:

—Read references that describe basic cooking principles for the basic four food groups.

—Review a list of cooking terms and learn those definitions which are unfamiliar.

—Evaluate a silent demonstration of correct and incorrect measuring techniques.

—Plan and prepare a creative buffet using the principles of efficient cookery. Include a variety of techniques such as baking, creaming, deep frying, stewing, steaming and broiling. Include a work schedule, use of appropriate equipment, table appointments and number to be served.

—Read references on meat and poultry. Identify methods of preparation suitable for varying cuts of meat of different animals.

—Practice types of food service taking into consideration varying life styles.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Interview several people to determine their favorite menus for meal preparation. Have classmates analyze the menus in terms of calories, approximate cost, color, texture and flavor.

—Visit a restaurant which serves a seafood buffet in order to sample the different seafood items and observe serving techniques.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: **Creative Preparation And Service**

OBJECTIVES:

CE —Identify six ingredients that can be used as substitutes for unavailable ones.
LS —Prepare a convenience food using three variations.
HR

PRETEST:

- —Identify six ingredients that can be used as substitutes for unavailable ones.
- —Plan for the use of a convenience food using three variations.

LEARNING STRATEGIES:

- —Prepare an ingredient substitution chart that is easily accessible to kitchen workers. Decoupage or use another type of washable surface which would make it suitable for hanging.
- —Develop a file box of recipes that take into consideration cost, time, likes/dislikes, color, texture, flavor, and use of convenience foods.
- —Locate magazine advertisements that illustrate variations that can be used with the convenience food being advertised.
- —In a group, draw a convenience food from a grocery bag containing selected food. Plan and prepare the food in a novel way. Sample all food prepared and evaluate.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Prepare nutritionally adequate meals at home for five days utilizing cooperation among family members, basic cooking principles and convenience foods; try different serving techniques to determine which ones are suitable to the family's life style.
- —Interview a health food practitioner or a vegetarian to determine their philosophies of food.
- —Prepare a bulletin board presenting innovative ideas for using leftover foods; title it "Reruns".
- —Suggest ways of using leftover items such as egg yolks, sour milk, stale cereal, stale cake or cookies, vegetables, and cooked meats.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Time And Labor Saving Devices And Techniques

OBJECTIVES:

CE
HR

- —Select and use a time and labor saving device or technique for preparing three types of foods.
- —Appraise benefits and disadvantages of an electronic range by comparing the same meal prepared both on a standard range and on an electronic range.

PRETEST:

- —Plan for the use of a time and labor saving device or technique for preparing three types of food.
- —List the benefits and disadvantages of an electronic range as compared to a standard range.

LEARNING STRATEGIES:

- —List ten time and labor saving devices for food preparation as reported in television or magazine advertisements. Try three of them and report the results in terms of benefits and disadvantages.
- —Read references or view filmstrip on time and labor saving devices and techniques for food preparation.
- —Interview an owner of an electronic range or the home economist of your local utility company with regard to its benefits.
- —Cooperate with other class members by preparing the same menu but with one group using the standard range, the other group with an electronic range. Appraise the meal in terms of time, convenience, cost, taste, color, texture and flavor.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Consider methods of food preparation that would take into consideration an energy crisis which might reduce the use of natural gas or electricity.
- —Plan an outdoor FHA activity which would utilize the open-fire as a means of meal preparation. Use experienced campers as resource persons.

FOOD AND NUTRITION

UNIT TITLE: COOPERATIVE CREATIVE FOOD PREPARATION AND SERVICE

CONCEPT: Entertaining At Home And Away

OBJECTIVE:

IR
CE
LS
—Compare and evaluate human resources and financial cost of entertaining guests at home vs. restaurants, self-prepared meal vs. catered meal, sit down meal vs. buffet, picnic vs. formal meal, and cook-out vs. cook-in.

PRETEST:

—Compare and evaluate human resources and financial cost of entertaining guests at home vs. restaurants, self-prepared meal vs. catered meal, sit down meal vs. buffet, picnic vs. formal meal, and cook-out vs. cook-in.

LEARNING STRATEGIES:

—Select a meal from a restaurant menu and compare the cost of preparing it at home. Find out the cost of a similar meal which would be catered in the home.
—List reasons why people entertain guests at mealtime. Based upon their reasons, decide which type of meal service would be suitable for the reasons indicated.
—Prepare table decorations and favors to carry out a theme and entertain four guests utilizing acceptable serving techniques.
—Prepare a meal using a hibachi or an outside grill. Evaluate time, equipment and supplies needed and acceptance by those served.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Ask a gourmet cook to share his/her successes with your classmates.
—Invite a community known hostess to explain adequate preparation for entertaining guests using different forms of food service.
—Watch one of the television food shows for a week to determine what the consumer is being exposed to in today's food world.
—Visit a supermarket to determine the canned, frozen and packaged food items available to consumers that could facilitate entertaining.

FOOD AND NUTRITION

UNIT TITLE: **FOOD FOR SPECIAL SITUATIONS**

CONCEPT: **Weight Concerns**

OBJECTIVE:

SD —Create two menus and explain differences using similar foods—one for a person who needs
HR to lose weight and the other for a person who needs to gain.

PRETEST:

—Create two menus and explain differences using similar foods—one for a person who needs to lose weight and the other for a person who needs to gain.

LEARNING STRATEGIES:

—Invite a representative of weight watchers to discuss the basis of their program of weight reduction.

—Utilize the services of the school nurse or a community doctor in order to determine what is needed for weight gain or weight reduction.

—Choose two foods in each of the basic four food groups and decide the method of preparation for a weight gaining and weight losing diet.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Activate a group of students who would like to lose weight by providing them with professional guidance, a place to meet, and the mutual comfort of others with similar goals.

—Discuss with the school dietitian the possibilities of several choices on the school menu for those with special diet needs. Provide her with factual information as to the need for such a program.

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Illness

OBJECTIVES:

HR —Analyze five situations when regular meals need to be changed to aid recovery of a patient.
LS —Prepare and serve three meals—liquid, soft and convalescent.

PRETEST:

—Identify and analyze five situations when regular meals need to be changed to aid recovery of a patient.
—Plan three meals that reflect a liquid, soft and convalescent diet.

LEARNING STRATEGIES:

—Read references that explain the need for special diets and their characteristics which aid in the recovery of various illnesses.
—Plan and prepare a meal suitable for a person on a liquid, soft of convalescent diet.
—Observe a demonstration on the preparation of a special diet menu for illness. Know special equipment that may be used in the meal's preparation.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Locate a community resident who is in need of a special diet due to illness. Make plans with the patient's family to prepare and take a meal to the person's home.
—Visit a local hospital and observe the foods being prepared for people with varying illnesses. Speak with the hospital dietitian regarding the food preparation.

NON-SEQUENTIAL

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: Emergency And Impromptu Meals

OBJECTIVES:

HR
- —Plan an "emergency shelf" for unexpected guests or crisis situations.
- —Create a plan to provide food in an emergency situation such as from a bomb, tornado, flood or energy reduction.

PRETEST:
- —List plans for an emergency shelf for unexpected guests or crisis situations.
- —Create a plan to provide food in an emergency situation such as from a bomb, tornado, flood or energy reduction.

LEARNING STRATEGIES:
- —Recognize the convenience and speed with which meals can be prepared when convenience foods are used.
- —Compile a list of foods that could be kept on hand to facilitate the preparation of impromptu meals; use a supermarket as a resource.
- —From a tray of foods, select those foods needed to prepare an impromptu meal in a specified period of time.
- —Ask the local civil defense unit to explain how to prepare for an emergency situation such as a natural disaster that may be possible in your locale.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Prepare a ground beef mixture that can be frozen in amounts for use in a number of basic dishes such as chili, casseroles, stews.
- —Prepare and freeze casseroles or baked dishes for future use.
- —For an FHA meeting, plan and prepare a box dinner, evaluate in terms of nutrition, quality, attractiveness, surprise element, ease of eating, and taste appeal.

NON-SEQUENTIAL

FOOD AND NUTRITION

UNIT TITLE: FOOD FOR SPECIAL SITUATIONS

CONCEPT: **Back Packing, Fireplace And Outdoor Cookery**

OBJECTIVE:

SD —Analyze cost, equipment needs, service, time and energy requirements for fireplace
CE cookery, out-door cookery or for back-packing as compared to other meals.
LS
HR

PRETEST:

—Analyze cost, equipment needs, service, time and energy requirements for fireplace cookery, out-door cookery or for back-packing as compared to other meals.

LEARNING STRATEGIES:

—Ask a resource person familiar with back-packing to explain the needs and recommendations for those interested in such a hobby.

—Plan an outdoor meal taking into consideration cost, equipment needs, time and energy required.

—Visit a local fireplace shop or look at a catalogue to determine what equipment is available for preparing food on an indoor fireplace.

—Create several menus that would be suitable for back-packing, outdoor cooking or indoor fireplace cooking.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan and prepare for a camping weekend for FHA'ers.

—Plan and prepare a meal using an indoor fireplace.

—Interview community residents who prepare various foods outside, such as apple butter or one-pot meals, to determine how to simplify these tasks.

NON-SEQUENTIAL

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CONSUMER ASPECTS OF PERSONAL GROOMING

CONCEPT: **Product Comparison**

OBJECTIVES:

SD —Explain the care required for three different skin types.
CE —Explain five facts concerning grooming products in regard to product content, consumer
HR protection against harm, safety features and use.

—List three items to consider before choosing personal care equipment.
—Identify five adjustments in the personal grooming routine that may require a change in time, energy or money management in order to maintain a presentable appearance in the dual role.
—Explain five concerns of a responsible consumer in considering labels, cost and advertising.
—List five factors to consider when selecting and using laundry aids.
—List ten general directions for hand laundry.

PRETEST:

—Explain the care required for three different skin types.
—Explain five facts concerning grooming products in regard to product content, consumer protection against harm, safety features and use.
—List three items to consider before choosing personal care equipment.
—Identify five adjustments in the personal grooming routine that may require a change in time, energy or money management in order to maintain a presentable appearance in the dual role.
—Explain five concerns of a responsible consumer in considering labels, cost and advertising.
—List five factors to consider when selecting and using laundry aids.
—List ten general directions for hand laundry.

LEARNING STRATEGIES:

—Read selected references concerning information on grooming products.
—View a movie related to product content or advertising effects on personal grooming.
—Determine own skin type and form committees by types. Collect cosmetics, have committees compare and evaluate labels, content, packaging and cost in terms of appropriate criteria.
—Check cost of grooming aids you most frequently use and bring a list of costs to class.
—Collect advertisements from magazines and newspapers, or observe TV commericals and discuss effects of advertising on decisions to purchase products. Summarize key factors used in media.
—Estimate the time spent during the week on personal grooming with an actual record kept on a 24-hour period of that week. Summarize the class results to observe differences among students.
—Role play: A group of teenagers purchasing cosmetics emphasizing the effects of:
  pressure from peer groups or advertising on purchaser.
  satisfaction received from purchase.
  evaluation of cost.
—Discuss what proportion of the student's budget is spent on grooming needs and have each student evaluate the results in terms of his own needs.
—List factors to consider in choosing personal care equipment.
—Read and report to class about laws and regulations concerning grooming aids and beauty equipment.

—Read selected references on laundry.
—View filmstrips on laundry.
—Watch demonstration on proper laundry procedures.
—Bring water samples and test for hardness to determine factors necessary in purchasing laundry supplies.
—Listen to a specialist from a water conditioning plant to demonstrate the value of their services in relation to various aspects of water.
—Take a field trip to a commercial laundry and/or dry cleaning establishment to observe equipment and clothing care processes. Inquire about employment opportunities.
—Determine the laundry facilities available within the community: home, commercial, laundromat. Compare these possibilities taking into consideration: cost, convenience, time, energy, results, and management.
—Develop a list of suggested daily clothing care routines and discuss how these routines affect the way clothing looks when worn, the length of wear and the cost of maintenance.. Take a poll to find out how many of these suggested routines are observed by individual class members. Evaluate the results of the poll and make recommendations for improvement.
—Bring in packages, containers and labels from laundry care aids. Evaluate each from a checklist according to: efficiency, cost, time and consumer information found on container. Arrange the products according to the following classification: detergents, soaps, enzyme presoaks, enzyme detergents, chlorine bleaches, oxygen bleaches, cold water detergents, laundry aids for delicate fabrics, water softners, and fabric softeners.
—Make a chart or a file of index cards on how to remove stains.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Analyze the shape of your face from the six basic face types with the use of audio-visual materials. Relate to make-up, style of hair and necklines.
—Find reports on a number of laundry aids in recent issues of **Consumer Reports.** Determine the conditions under which each is to be used.

CLOTHING, TEXTILES AND RELATED ART

UNIT TITLE: CLOTHING CONSTRUCTION AS CREATIVE EXPRESSION

CONCEPT: **Individualized Skills In Construction**

OBJECTIVES:

SD —Recognize five different figure types from eight used by pattern companies.

HR —Select a pattern that will meet your figure needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.

—Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.

—Select fabric in relation to chosen pattern.

—Determine necessary adjustments and make needed pattern alterations according to the measurements of the wearer.

—Lay out pattern on fabric according to guide sheet of the selected pattern.

—Recognize twelve parts of the sewing machine and their use in stitching.

—Demonstrate that you can thread the sewing machine according to the machine manual within five minutes.

—Identify ten safe and effective work habits for using equipment in clothing construction.

—Construct a garment which will demonstrate, according to individual goals and accomplished skills, the development of new or improved skills in the following construction techniques:

Preparation of fabric and marking for construction
Cutting of fabric and marking for construction
Basic seams and needed finishes
Darts
Hems
Facing
Fasteners
Collars
Interfacing
Sleeves
Zippers
Waistband
Lining
Bound buttonholes

—Evaluate constructed garment for workmanship standards as predetermined by the class.

PRETEST:

—Identify five different figure types from eight used by pattern companies.

—Choose a pattern that will meet your figure needs, portray your personality, be suitable to your construction ability and be enjoyable to wear.

—Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.

—Complete a practical test by making a shopping list for class project. Include:

Name of pattern
Pattern number
Pattern size and figure type
Required yardage of fabric suitable for chosen pattern
Necessary notions
Small sewing equipment, if needed

—List personal adjustments needed on patterns.
—Draw a sketch showing placement of pieces of a pattern on fabric.
—When given a card stating a part of the sewing machine, point the part out to your teacher.
—Show your teacher within five minutes that you can thread the sewing machine according to the machine manual.
—List ten safe and effective work habits in clothing construction.
—Participate in class discussion to approve of a form to be used for evaluation of completed project.

LEARNING STRATEGIES:

—List and identify the different figure types used by a pattern company.
—Have someone measure you and then determine what size pattern you need.
—From the pattern books available, select a pattern that will meet your figure needs, portray your personality, be suitable to your ability and be enjoyable to wear.
—Circle necessary information found on the selected pattern envelope which will determine the number of yards of fabric needed and notions which are necessary.
—Explain why you selected the material you did for this pattern.
—Fit your pattern to you after watching a demonstration on this by your teacher.
—Lay out pattern according to guide sheet.
—Read selected references on present day sewing machines, from texts as well as machine manuals.
—Observe a demonstration and/or films on the function of each part of the sewing machine.
—Watch a demonstration on how to sew a straight seam.
—Demonstrate your ability to operate the machine while stitching a straight seam. Follow techniques given in the demonstration.
—Sew various stitch lengths and tell when it is proper to use each stitch length.
—Watch a demonstration of safe and effective work procedures.
—Compile a list of safety practices to be used during clothing construction.
—Prepare at least four containers to use for small sewing supplies that can be used in the school laboratory or at home such as: waste can, pin cushions, scissors holder, small equipment box or basket.
—Observe demonstration and audio-visual aids to obtain information on step-by-step procedures for construction techniques.
—Following oral and written instructions, construct a garment which will demonstrate, according to class standards, the development of new or improved skills.
—Evaluate constructed garment for workmanship standards as predetermined by the class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Construct a child's garment.
—Become more familiar with the various patterns available.
—Select two out of five figure types and compare for pattern measurements between two pattern companies.
—Make a study of the different methods of alterations.
—Compare the traditional pattern with the "recommended for knits" and "for knits only" patterns.
—Display or model a completed garment.
—At home make a similar garment which requires one additional construction process.
—Construct a garment which requires advanced skills either in use of pattern or fabric.
—Select a pattern and/or fabric that will present a challenge for your knowledge and skills in clothing construction.

—Construct a household article or garment.

—Recycling Project: Plan and execute recycling projects appropriate to skill and experience.

Examples of a recycling project are:

Before	After
Banquet linen tablecloth	Card table cloths, place mats, napkins
Culottes	Skirt
Sleeved sweater	Sleeveless sweater
Turtleneck sweater	Vest
Bedspread	Wall hanging
Adult garment	Child's garment

—Construct articles for service organizations using the "assembly line construction process."

—Teach small children or adults to use the sewing machine. (Example: Girl Scouts)

—Collect samples of contemporary fabrics and practice different types of construction techniques, such as buttonholes, on each. Make comparisons and evaluate results.

—Develop a plan for and make a creative project from scraps or remanents using the attachments and automatic features of the sewing machine.

—Show creativity in design with materials by constructing an article that adds a decorative touch to the home. (Examples are: wall hanging, rug, pictures.)

—Present a style show for elementary school children.

—Prepare exhibits for fairs and for shopping centers or malls.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: ENVIRONMENT FOR LIVING

CONCEPT: Selection Of Housing

OBJECTIVE:

LS
HR
IR
—Recognize a minimum of six housing alternatives and comprehend how the choice of housing alternatives is related to life style and life cycle.

PRETEST:

—Describe six types of housing available to families and individuals and indicate how the life style and life cycle may influence housing selection.

LEARNING STRATEGIES:

—Read references on life styles and life cycles.

—Define family life cycle. Identify the stages in the family cycle. Discuss characteristics of each of the stages of the life cycle. Identify various life styles.

—Use checklist on individual preferences to help identify personal values related to housing.

—Review the stages in the family life cycle and the housing needs of each. Select a picture representing appropriate housing for given family situations at various stages of the family life cycle.

—Read references on housing types available today and those anticipated for the future.

—Collect pictures of at least six types of housing. Mount and identify in a notebook or on a poster. Discuss with class why people choose a particular type of housing.

—Determine what types of housing are available in the community. Compare differences in cost, location, type of furnishings and other factors.

—Interview persons living in various types of housing to find out why they chose to live in their present housing. What factors did they consider in selecting a place to live? How did environmental factors influence their selection?

—List environmental factors that influence choices—examples: schools, churches, parks, shopping centers, community centers, hospitals, other community resources as well as personal resources.

—Consider the effect on housing needs for the following situations:
Grandmother joins the family
Wage earner takes a job out of town
Addition of a new baby

—View pictures of the exterior and interior of a specific family's housing on an opaque projector. Discuss the following questions: What kind of family do you think lives here? Why do you think it has these characteristics? What do you think are some of their values? Give some evidences for your answers. Describe the values, goals, and standards it illustrates. Predict ways minor changes may alter the values, goals and standards expressed.

—Predict the type of housing best suited for a family in a case study. Explain why that type of housing was selected.

—Role play a positive and negative family situation to illustrate how family relationships affect housing needs. Possible situations: young brother with several sisters who monopolize bathroom, telephone or family room.

—List activities that a family might carry on in the home and discuss how the selection of housing may be influenced by these needs.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Write an essay titled "This Is Me" describing your tastes and preferences in housing. You may include pictures to help you describe what you are saying.

—Work in groups to choose housing suitable for one stage in the family life cycle. Share plans with class without divulging the stage for which it was intended. Let the class point out characteristics of the plans that suggest the stage for which it is best suited.

—Keep an "Idea Book" of ways to change homes to meet needs of family members. Get ideas from community housing, neighborhood housing, magazines, and newspaper articles.

—Make a bulletin board using pictures selected by class members or use essays on "This Is Me." Why do our tastes and preferences differ? Suggested title "INDIVIDUAL TASTES AND PREFERENCES."

—Prepare a bulletin board; show proportionately sized pie-shaped wedges representing the stages of the family life cycle. Connect each wedge to a picture showing characteristics of that stage which affect family housing needs. Suggested title "THERE'S MORE THAN ONE SPOKE IN A WHEEL."

—Construct a bulletin board titled "OPEN THE STAGE DOORS." Fold construction paper so it can be turned back to reveal pictures of housing which may be typical of various stages of the family life cycle. Mark each "door" with a keyhole or window to convey the idea of an entranceway.

—Research housing accommodations in two colleges. Analyze costs, advantages and disadvantages of each.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: ENVIRONMENT FOR LIVING

CONCEPT: Consumerism And Housing

OBJECTIVE:
CE —Compare the procedures and cost of buying or renting a home for the family.

PRETEST:
—Given a list of legal terms, define 80% correctly. Given a case study, determine the cost of renting versus buying.

LEARNING STRATEGIES:
—Interview adults to determine their attitudes toward renting or buying. Tabulate the results and report to the class.
—Listen to a resource person such as an apartment manager or real estate agent explain the following: specific legal forms of obligation to be signed by tenant; specific obligations of landlord; and financial aspects of renting such as deposit, first and last months' rent, and any special requirements.
—Read references on renting and buying property.
—Identify terms found in leases by examining sample copies.
—Use study sheet to define terms.
—Fill out sample lease form to discover responsibilities and privileges in renting housing.
—Study definitions of terms related to home ownership.
—Work crossword puzzle on terms
—Find pictures or ads of different house styles in different price levels.
—Listen to a bank loan officer or a realtor discuss expenses of home ownership using the following topics: steps in purchasing housing; advantages and disadvantages of various sources of credit for financing purchase of housing; similarities and differences in types of mortgage loans; steps in obtaining a mortgage; alternatives to be considered when selecting a mortgage; and the effect of mortgage terms on the total cost of housing.
—From a box, draw a card indicating a stage of the family life cycle, which you and one or two others may represent. Then discuss this stage from two points of view: it could be better to rent during this stage of the family cycle; it would be better to own during this stage of the family cycle. In your presentation include points related to such major concerns as leisure activities, costs of educational activities, health needs and meeting unexpected expenditures.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—From an exhibit of pictures of all kinds of homes, discuss the advantages and disadvantages of renting these homes if you were:

A single career person
Two single career people wanting to share expenses
A young recently married couple
A young married couple with a new baby
A young married couple with a three-year old child

—Read classified ads and determine the range of rent and purchase costs of different types of housing in your community. Report to the class.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATING ENVIRONMENT

CONCEPT: Selection Of Furnishings

OBJECTIVE:

LS —Develop ten guidelines for selection of furnishings and evaluate in relation to life styles
IR and life cycle.

PRETEST:

- —List ten guidelines for the selection of a piece of furniture and evaluate in relation to life style and life cycle of a given family.

LEARNING STRATEGIES:

- —Read references on furniture selection.
- —List factors that influence the selection of furniture such as personal taste, family resources, size of family, stage in family cycle, activites of family members, social status, tradition and values. Give examples of how each factor may influence furniture selection based on your readings, experiences and ideas.
- —List questions one might ask in making furniture selections. Include questions such as: Will it fit the purposes for which it is intended? Is its quality appropriate for its use? Will it fit the interior design of the room?
- —Define terms related to construction of wood, upholstered, plastic and other furniture.
- —Take a field trip to a furniture store or invite a furniture salesman to explain features of durable, well-constructed furniture. Use real items or pictures to illustrate the characteristics of quality furniture.
- —View examples of a filmstrip from a furniture manufacturer to demonstrate the use of different kinds of wood, veneers, and other materials, and to show construction points, such as dovetailing, glue blocks, center guides on drawers and dust proof panels.
- —Suppose you were to obtain $100 that could be spent for furniture. Determine one piece of furniture you would buy. Why would you choose this piece? Report to the class and explain how it would add comfort, function, and appearance to the home. How much would it cost?
- —Would this piece be used for a long time or only a short while? How does this influence the quality selected? Outline the factors that influence the quality of furniture one may select.
- —Discuss how the amount and kind of care required would influence the selection of furnishings.
- —Participate in a "popcorn" session to list reasons for the proper care of furniture.
- —Locate information on the proper care of furniture to preserve its beauty and prolong its years of service. Share sources of information with the class.
- —Interview a furniture dealer for procedures to use in caring for furniture. Describe general rules to class members.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Write to furniture companies, extension services, or the government printing office for bulletins on quality features in furniture. Write a report on at least three of the bulletins.
- —Follow instructions from furniture manufacturer's bulletins to demonstrate proper methods of caring for furniture in the homemaking department.
- —Volunteer to care for specific pieces of furniture in your home. Use proper techniques. Keep a written record of what you do.

- —Help plan the purchase or renovation of a piece of furniture for your home. Share your project with the class.
- —Plan furnishings for a dormitory room or a room or apartment while a student in college.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATING ENVIRONMENT

CONCEPT: Elements And Principles Of Design

OBJECTIVE:
HR —Demonstrate the elements and principles of design in the selection of furnishings.
SD

PRETEST:
—Using a series of illustrations, identify the elements and principles of design.

LEARNING STRATEGIES:
—Read references on elements and principles of design.
—Define design (use dictionary or other references). Relate to housing.
—Discuss with class how individuals express themselves through design.
—List and explain, describe or illustrate elements and principles of design.
—Discuss objects in the classroom which illustrate different elements of design.
—Study magazine pictures or paintings. Indicate kinds of lines used most often. Analyze how they contribute to the mood of the picture, e.g., masculine, feminine, calm, exciting, restful. Consider whether all members of the class feel the same or differently about the pictures.
—Read reference on color.
—Define terms related to color.
—Use study sheet on color.
—Make a color wheel using whatever media you choose—examples: paper flowers, a mobile of colored birds, or a daisy with each petal a different color.
—Collect pictures of rooms illustrating various color harmonies. Identify the color harmony.
—Identify the principles of design that may be found in a given picture.
—Find a picture of a room which appeals to you. List at least three reasons why you like it.
—Define structural design. Bring to class an object that illustrates structural design. Define decorative design. Find illustrations of decorative design used in housing. Find illustrations or objects which use both structural and decorative design.
—Find a picture of a room which appeals to you. Relate each principle of design to the room. Write a paper showing ways the principles of design were used in the room.

POSTTEST:
—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
—Make paper flower and arrange to illustrate color harmonies.
—Make a portfolio or notebook of ideas, pictures and swatches for future references.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATING ENVIRONMENT

CONCEPT: **Selection Of Equipment**

OBJECTIVE:

HR
CE —Develop a minimum of seven guidelines for selection of equipment to meet the needs and wants of the dual role.

PRETEST:

—List seven guidelines for the selection of equipment to meet the needs and wants of the dual role.

LEARNING STRATEGIES:

—Read references on buying equipment.

—List factors that influence family equipment needs—examples: values, goals, standards, resources, family composition, patterns of living, materials used in home, and mobility of family.

—Make two lists of equipment such as "essential" and "nice to have." Work in groups to figure costs for equipment listed.

—Discuss the following questions: Why is it important to use and care for equipment properly? Why is buying equipment a long term investment? How may proper use and care make it last longer?

—Make a list of safety factors to remember when using and caring for a specific piece of equipment.

—Using ads and catalogues, compare the differences in cost of various features on small appliances and large equipment—examples: waffle iron with grill versus one with only grids or a top of the line washer as compared with a standard model.

—Define terms related to equipment study.

—If you were buying a range, a refrigerator, a washer, a dishwasher and a food disposer, indicate four features you would check for in each. Assemble folders from manufacturers and study these as well as observing the actual equipment in stores before listing these features.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Visit a department store to find examples of equipment for the home. Observe information available to the purchaser at the point of sale such as hang tag and descriptive literature. Consider these questions: Will there be any information provided at time of purchase? Is there a seal of approval? What does the seal indicate? Where may the consumer locate additional information on use and care of equipment? Bring a report to the class.

—Brainstorm to list simple repairs which one may make on household equipment such as repairing an electrical cord, replacing fan belt on air conditioner and touching up chipped paint.

—Develop a buying guide in the form of a chart which will help in the selection of equipment.

NON-SEQUENTIAL

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CREATING ENVIRONMENT

CONCEPT: Arrangement Of Furnishings

OBJECTIVE:

SD —Demonstrate the arrangement of furnishings using the elements and principles of design
HR to provide for the needs of the family.
LS
IR

PRETEST:

—Arrange furnishings in a specified space using the elements and principles of design to provide for the needs of a given family.

LEARNING STRATEGIES:

—Read references relating to furniture arrangement.
—Review furniture arrangement rules. Find pictures and floor plans which are in accord with these rules.
—Use study sheet on furniture arrangement.
—Following rules for furniture arrangement, place furniture cutouts on a specified floor plan.
—Participate in a "popcorn" session to list accessories such as pictures, lamps, and vases.
—Discuss the use of design principles in the basic design of accessories.
—Working in groups, use a collection of accessories to make an arrangement based on each principle of design.
—Determine which design principles were used in various arrangements of accessories set up by the teacher.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Using the rules for furniture arrangement, rearrange the furniture in one room of your home. Report the results to the class.
—Using the principles of design, make accessories for the home which involve little or no cost—examples: pencil holders from empty cans, waste baskets made from commercial ice cream cartons, mobiles, decorative wall hangings and decorative pillows.
—Create an attractive arrangement of accessories for a given situation. Tell how you applied the principles of design. Invite class members to analyze your arrangement and make suggestions for improvement if necessary.
—Develop a bulletin board; mount pictures to show the power of color—example: how it can change the apparent size and feeling of a room or a piece of furniture.

NON-SEQUENTIAL

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CARE OF THE HOME

CONCEPT: Cleaning And Care Products

OBJECTIVE:
CE —Evaluate the use and cost of twelve products which provide for adequate and simplified
HR care of room and furnishings.

PRETEST:

- —Compare the cost and ease of use of at least two products for cleaning and care of walls, woodwork, floors, windows, equipment and furnishings.

LEARNING STRATEGIES:

- —Look at visuals on home care for organized cleaning of a room.
- —Name cleaning tasks that have to be done regularly or use "word scramble" game to list these cleaning tasks. Indicate if they are to be done daily, weekly, monthly or seasonally.
- —Identify products for special cleaning tasks. Compare as to use, merits and safety.
- —Use experiments such as: investigating differences in soap and detergent; comparing ease of use and effectiveness of waxes, polishes, window cleaners, floor cleaner.
- —Make a list of tasks one likes to do when cleaning and things one dislikes to do. Discuss reasons. Determine personal habits and routines which could be improved so the cleaning tasks would be easier and more enjoyable.
- —Read reference recommending cleaning sequence and procedures for a room.
- —Identify steps which might be taken to prevent the accumulation of dirt as one way of decreasing the amount of cleaning.
- —Listen to a speaker from a hospital, motel or other institution discuss housekeeping procedures and problems.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Make plans to help with specific cleaning tasks at home. Report on supplies and equipment used, spent and any special learning experiences.
- —Develop a cleaning schedule for a room. Check on time it takes to do each task. Experiment with a task and decide on the fastest way to do a good job.
- —Plan and equip a cleaning kit that can be carried from room to room.

HOUSING, HOME FURNISHINGS AND EQUIPMENT

UNIT TITLE: CARE OF THE HOME

CONCEPT: Cleaning And Care Skills

OBJECTIVE:

—Perform ten basic housekeeping skills.

PRETEST:

—Perform ten basic housekeeping skills selected from a given list.

LEARNING STRATEGIES:

—Make a list of household duties and chores which you think it is fair and right for parents to expect of a teenager and discuss with class members why lists may vary. Compare with current responsibilities.

—Make a list of household duties performed regularly at home. Place one check by those items you do well. Place two checks by those items you could improve. Practice these at home until someone notices an improvement. Report to class.

—Read references on care of the home.

—View visuals or audio-visuals on care of the home.

—Discuss or debate the following topics:

There is little value derived from expecting a busy teenager to assume the responsibilities for household tasks.

A teenager who works part time deserves a lightened home workload.

A teenager should be excused from his household tasks when he has extra school work.

—Explain how routine care of the home contributes to health, safety, comfort, convenience and beauty.

—Prepare a list of resources needed to perform a particular task—examples: window washing, cleaning a room and washing dishes.

—Define dovetailing. Show how two or more household tasks may be dovetailed. Why is dovetailing important in planning tasks?

—Use dovetailing to save time and energy in cleaning the laboratory.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Demonstrate or practice bedmaking by moving around it once only. Learn to miter corners of unfitted sheets. Check time to see if you can make a bed quicker while meeting previously established standards.

—Demonstrate techniques for: floor care, cleaning windows and mirrors, dusting, cleaning and waxing furniture, making a bed, arranging storage space in clothes closet or arranging storage space in drawers.

—Choose a skill such as bedmaking, dusting a room, ironing a shirt and mopping floors. Work on skill to improve quality of job and to decrease time needed.

—Plan a work schedule for your share in caring for the family home.

—Show how tasks may be simplified by eliminating or combining steps—examples: vacuum the floor in an orderly sequence, use both hands to dust or wash windows.

—Make a tote box containing frequently used cleaning supplies to simplify routine housekeeping tasks.

THE MALE ROLE

In some home economics classes males are still making news, but in many more they are quietly being accepted throughout the broad specturm of the home economics curriculum.

Possibly the most important reason there is increased interest on the part of males in home economics is the fact that many young men expect to share the family responsibilities when they marry, especially if they have wives working at another occupation besides homemaking. But whether they marry or not, they realize they may have to do simple cooking and provide for nutritional requirements, select their own clothes and do their own laundery, provide and care for their living environment, as well as develop some expertise in management of time, energy, and their personal finances.

Many of the competencies needed for the six content areas of dual role home economics are the same for men as women. Interests, motivations, and ways of working do differ. By focusing on the characteristics of males when planning curricular offerings for them, educators can provide a learning environment that will encourage these males to be more secure in their masculine roles.

MALE ROLE

UNIT TITLE: YOU—THE MALE CONSUMER

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze his roles, rights and responsibilities in the marketplace and make short and long range decisions on how to obtain and use money.

UNIT TITLE: LIFE STYLES

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze his current stage of development, his social relationship needs and make plans to assume responsibilities in present and later life cycles.

UNIT TITLE: CARE AND DEVELOPMENT OF CHILDREN

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize needs that children have for parental and adult understanding, love and guidance and will explore the career opportunities related to these needs.

UNIT TITLE: FOOD FACTS FOR MEN

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will analyze personal nutritional needs, choose appropriate procedures of food purchase and preparation and will explore job opportunities related to food.

UNIT TITLE: "CLOTHES MAKE THE MAN"

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will recognize the importance of personal appearance as it affects acceptance in social and job opportunities and will demonstrate clothing purchase and maintenance techniques; also he will research skills needed in clothing related vocations.

UNIT TITLE: A PLACE TO LIVE

OVERALL COMPETENCY:

—Given a real or simulated situation, the student will make decisions as to living quarters, their furnishings, maintenance and care and will analyze career opportunities related to housing or home furnishings.

THE MALE ROLE

UNIT TITLE: YOU THE MALE CONSUMER

CONCEPT: The Three R's . . . Roles, Rights And Responsibilities In The Economic System

OBJECTIVES:

—Identify the roles of the consumer as a participant in the economic system (examples; buyer, saver, investor)

—Analyze the rights of consumers and retailers and producers to be treated fairly in the marketplace.

—Decide which agencies will help the consumer operate effectively in the consumer world.

PRETEST:

—Identify the roles of the consumer as a participant in the economic system (examples: buyer, saver, investor)

—Analyze the rigts of consumers and retailers and producers to be treated fairly in the marketplace.

—Decide which agencies will help the consumer operate effectively in the consumer world.

LEARNING STRATEGIES:

—Use as a point of departure for a discussion: "Let the Buyer Beware." Have a panel discussion of retailers and students discuss this topic.

—Follow the progress of a certain stock or put money as a class into a selected stock.

—Play the "Market Game," "Monopoly," "Consumer Game," "Flip," and others. Analyze decisions made by individuals.

—Prepare a bulletin board on current news articles of economic interest.

—Bring in ads, labels, packages, contracts and evaluate.

—Cite good and bad examples of handling consumer complaints and analyze resulting action taken.

—Invite a speaker from the Better Business Bureau. Display Better Business Bureau publications such as "Beacon."

—Discuss: "How would you establish a protection agency in your community?"

—Set up a protection agency in your school.

—Cite examples of misrepresentation or unsatisfactory products; discuss what was done about it or what could have been done.

—Contact the Attorney General's office or legal aid society for available classroom materials.

—Interview an area legislator and ask about current legislation affecting consumers. Record on tape and play to class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Volunteer to help in the community in an organized service group. Keep a record of your activities and analyze how your attitudes or outlook was changed by the experience.

—Brain storm ways the individual consumer affects the ecology by his purchases.

—Identify ways the individual or groups can improve the environment through consumer actions.

—Develop a plan to improve your immediate environment or that of your community. Put the plan into practice and evaluate the results.

—Develop a "Consumer Fair" for your high school. Invite area businesses and consumer agencies to set up booths to display items commonly purchased by young people. Suggest that agencies be prepared to explain how they aid consumers.

THE MALE ROLE

CONSUMER EDUCATION

UNIT TITLE: YOU THE MALE CONSUMER

CONCEPT: Consumer Alternatives

OBJECTIVES:
- —Develop a plan for spending a set sum of money that will reflect the influences of values, goals, life styles, personality and family background of the individual.
- —Determine the many ways that individuals use their money both in maintenance of living and in investments.
- —Analyze the ways in which individuals lose money as opposed to using it, and determine the effect of this upon the individual.

PRETEST:
- —Explain how values, goals, life style, personality and family background affect an individual's spending of money.
- —List a minimum of ten ways that people use their money.
- —List a minimum of six ways that people lose money.

LEARNING STRATEGIES:
- —Have a buzz session to determine possible uses of money.
- —Visit a financial institution or have personnel visit the school to learn about services offered and programs available.
- —View film/filmstrip relating to expenditure of money and decision making.
- —Ask an insurance agent to speak to the class concerning types and benefits of insurance.
- —Read booklets and pamphlets from insurance companies and institutes to learn details of insurance policies.
- —Visit a used car lot to determine what to look for in a used car.
- —Choose a car and study pros and cons of ownership, insurance, credit, service, etc. Use group process method.
- —Interview lawyers (using tape recorder) concerning estates, wills and trusts. Play tape for class and discuss contents.
- —Interview people receiving social security and/or other retirement income. Ask how they manage on their retirement incomes.
- —Visit social security office or have a representative visit the class to learn about benefits of retirement plans.
- —Make out an income tax form. Discuss new terms and problems.
- —Study school operating millage to familiarize yourself with taxation and usage of tax monies.
- —Brainstorm way to lose money. Discuss results.
- —Analyze ways to avoid loss of funds.
- —Investigate local community consumer protection agencies.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Using a consumer problem you already have (such as wanting a car, clothes), make a plan of how to acquire the item using all available resources. Consciously practice wise decision making. Carry out plan if possible. Evaluate results.

THE MALE ROLE

CONSUMER EDUCATION

UNIT TITLE: YOU THE MALE CONSUMER

CONCEPT: How To Obtain Money

OBJECTIVES:

—Implement the decision making process in regard to consumer decisions made by individuals.
—Analyze the ways individuals obtain money to meet their financial needs and wants.
—Determine what resources in addition to or in place of money may be used in successfully meeting financial needs.

PRETEST:

—Define the steps in the decision making process.
—List a minimum of eight ways people obtain money.
—List at least ten resources an individual may use to accomplish goals in place of money spent.

LEARNING STRATEGIES:

—Build a block showing each decision making step on a separate side. Use case studies involving making decisions and determine which side of the block is involved as the decision evolves.
—Keep a poster showing decision making steps in front of the class for frequent reference.
—Write case studies and role play situations depicting alternatives to using money.
—Bring in persons who have had experiences in managing "budgets." Study different techniques that have been used.
—Study different life styles and analyze the implications they have on the need for money.
—Read and analyze case studies illustrating influences upon the use of money.
—List entertainments the class enjoys and analyze costs and ways to meet these costs.
—Identify as many free or inexpensive types of recreational or cultural facilities in the community as possible. Survey class to see how many members use or were aware of these activities.
—Brainstorm method of making money.
—Research scholarships, fellowships, and grants which might be possibilities for yourself or your classmates.
—Ask a lawyer about inheritance laws and taxes and report to class.
—Talk to staff member of social welfare agency to learn about funds allotted to persons unable to "pay their own way."
—Analyze own abilities, talents, and interests as an independent study. What profitable employment could result from this?
—Explore the types of part-time and summer jobs available in your community and elsewhere.
—Obtain stubs from payroll checks as examples. Place on opaque projector and identify the deductions.

Analyze: Purpose of deductions
Benefits
How to compute

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan a group outing to one of these recreational facilities to learn about reserving shelters from public officials. Carry out actively and evaluate the results.

543

THE MALE ROLE

CONSUMER EDUCATION

UNIT TITLE: YOU THE MALE CONSUMER

CONCEPT: Careers In The Economic System

OBJECTIVES:
- —List the types of jobs and training required for various careers in the economic system.
- —Differentiate between those jobs that are of short range or of long range commitment by the individuals.

PRETEST:
- —List types of jobs and training required for various careers in the economic system.
- —Identify possible short range jobs that an individual might select while training for a job of long range commitment type.

LEARNING STRATEGIES:
- —Make a list of all the economic or finance related jobs in your community.
- —Invite resource persons to discuss their jobs and training they have had.
- —Observe persons at work in the economic and finance field.

POSTTEST:
- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:
- —Prepare an independent study of one or more careers in which you are interested.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: LIFE STYLES

CONCEPT: Self-Awareness

OBJECTIVES:

—Analyze the effects of heredity upon the individual.

—Differentiate the effects of heredity and the effects of experiences of the individual in his environment.

—Determine what steps of the maturation process have been accomplished by you; which steps are as yet unattained.

PRETEST:

—Describe the traits of an individual which are inherited.

—List effects the environment has on the individual's human development.

—Define the steps of the maturation process.

LEARNING STRATEGIES:

—Read references relating to heredity, environment, and the maturation process.

—Use a questionnaire to increase awareness of heredity, environment, and past experience.

—View and discuss transparencies on "Male Self-Image."

—Interview another student and ask him three things about himself as an awareness device.

—Develop case studies incorporating students' own problems and submit anonymously. Each case study can then be discussed by the class and probably solutions offered.

—View film/filmstrips on developing a positive self-image.

—Use work and picture associations to develop awareness of environmental influences on attitudes.

—Devise tools (role playing, self-evaluation, brainstorming) which will help develop awareness that every person has worth and can make a contribution to society.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Perform simple acts of kindness for various people you meet in your daily life (at home, school). Record your actions and their responses. Evaluate results.

—Select one of the "weak spots" in your personality and plan a means of improving the weakness. Seek adult help if needed and keep records of your progress.

THE MALE ROLE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: LIFE STYLES

CONCEPT: Building Social Relationships

OBJECTIVES:

—Identify the basic needs of people.
—Generalize the qualities of friendship desired by both sexes and contrast any differences between the two.
—Determine the actions between two people that make their relationship a romantic one.
—Evaluate the behavior of families which enhance or limit the development of its members.

PRETEST:

—List the basic needs of people.
—Identify desirable qualities of friendship.
—Define a romantic relationship.
—Identify the role of the family in the development of its members.

LEARNING STRATEGIES:

—Read references on basic needs of people.
—Have a "rap session" on topic: "What is a mature man?"
—Analyze what it is like to be independent from your family:
    —read case studies
    —discuss with teenage person who has been independent
—Use self-rating sheet to see how you handle your share of the home responsibilities.
—List possible surprises that you could do for your family wash car, paint. Do one of these and write up the results—family reaction, own feelings.
—Have a panel of teenage boys and girls discuss: "What is a good friend?"
—Use a self-rating scale — "Are you a good friend?"
—Brainstorm qualities of good friends and good romantic friends. Do they differ? How?
—Listen to filmstrip/taped recording, "Are You Listening?", available from J.C. Penney's. Determine how good your listening habits are and relate this to the quality of your social relationships.
—Use a "Qnestion Box" to encourage dating questions. Set a specific time to answer or discuss questions from box.
—Brainstorm free or inexpensive activities which would be available in your community for dating couples.
—Research etiquette books to see what the official position is concerning selection of gifts for girls and women. Discuss selection of appropriate gifts for different occasions and people.
—Encourage discussion of problems facing young men of dating age—drugs, sex, cars, parental problems. Attempt to resolve some problems through discussion. Refer difficult problems to helpful expert—school nurse, health teacher, doctor, minister.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Using self-rating scales, determine your degree of maturity in interpersonal relationships. Analyze the results and seek methods of improving weak areas. Record your progress and evaluate results.

THE MALE ROLE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: LIFE STYLES

CONCEPT: The Responsibilities Of Various Life Styles

OBJECTIVES:

- —Analyze the satisfactions and problems between various life styles which have been identified as alternative living patterns.
- —Determine what individual roles a married couple may assume depending on the life style they've chosen.
- —Analyze how use of leisure time is related to the choice of life style.

PRETEST:

- —Identify many of the living patterns seen in today's society.
- —List the various roles which the individuals may assume in a marriage situation.
- —Define and relate the meaning of leisure time to daily living.

LEARNING STRATEGIES:

- —View film/filmstrip on adult life styles.
- —Invite persons who live in different or unique life styles to speak to the class. Learn about their satisfactions and problems in their style of living. Include persons such as:
    - single adult
    - married couple
    - adult from commune or group
- —Have a panel of husbands and wives discuss their dual roles or multiple roles. Ask specifically about problems encountered when wives work, when children are present, when education is still being pursued.
- —Role play situation in which a wife earns more money than her husband; a wife works and asks her husband to help with household chores. Discuss outcomes of these skits and implications for future life styles.
- —Read references to prepare for discussion of divorce, annulment.
- —Invite a speaker—lawyer, religious leader, marriage counselor—to discuss reasons for divorcee problems associated with divorce, dealing with children of divorced partners.
- —Interview a "single" parent and determine the special problems this situation presents. Discuss means of handling these problems.
- —Brainstorm: "What influences your choice of career?" "How will your job affect your life style?"
- —Collect news items concerning increased amount of leisure time in America. Post items and brainstorm ways people spend leisure time.
- —Analyze present leisure time activities; note those which have possibilities as a future career, those which are likely to endure, those which are temporary.
- —Prepare a list of leisure time activities available in your school, community, and home.
- —Present interesting hobbies and activities of members. Allow question and answer time.

POSTTEST:

- —Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

- —Prepare an independent study of a particular life style which interests you. Research many aspects of the style such as emotional rewards, financial needs, legal requirements, educational attainments.
- —Develop a new leisure time activity. Learn new skills and keep records of your progress. Select an activity which should be a long term one and lead to satisfactions later in life.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: LIFE STYLES

CONCEPT: Sensitivity To The Various Life Cycles

OBJECTIVE:

—Analyze the aging process and its effect on individuals and others with whom they are in contact.

PRETEST:

—Summarize the aging process both psychologically and physically.

LEARNING STRATEGIES:

—Show pictures of aged persons and discuss feelings and concepts held about aging.
—Take a field trip through a nursing home. Discuss your impressions.
—Volunteer to help an aged person and relate your results. Interview two elderly people—one well adjusted and one not well adjusted. Report to class
—Discuss different choices as to handling aged parents. Discuss changes in the home when an aged parent moves in with you.
—Survey the activities of a Golden Age Club.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a retirement plan for your parents or grandparents; include financial and recreational aspects.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

UNIT TITLE: LIFE STYLES

CONCEPT: Social Service Agencies

OBJECTIVES:

—Identify the social agencies provided by communities.

—Summarize the benefits and assistance which can be given to individuals and families by the various social agencies.

PRETEST:

—Identify the social agencies provided by communities.

—Summarize the benefits and assistance which can be given by these agencies.

LEARNING STRATEGIES:

—Invite a resource person to speak on services of his agency or several agencies. Include legal aid, child and family services, welfare, churches, court services, or any others in your area.

—Read case studies of how people rely on community services.

—Investigate and report on specific agencies to learn about their services.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a directory of all service organizations in your community and list the services they provide families and individuals. Make copies available to others if possible. Include the school guidance department.

CHILD DEVELOPMENT

UNIT TITLE: CARE AND DEVELOPMENT OF CHILDREN

CONCEPT: Problems Children Meet

OBJECTIVES:

—Distinguish the developmental stages of children which will aid individuals in understanding and guiding the development of children.

—List the problems children may meet that require a great amount of understanding, love, and guidance from others in the child's environment.

PRETEST:

—List the developmental stages of children in a general way according to age of child.

—Identify the various problems children may meet that require special attention from those around him.

LEARNING STRATEGIES:

—Read references to learn the problems of children.

—Have a buzz session on "What is a child?"

—Use transparencies to portray emotions and some real life situations. Discuss what is happening and why.

—Discuss how adults react to similar situations or emotions.

—View film emphasizing heredity and development of children.

—Use transparencies or bulletin boards as lead-in to discussion of emotional, social, mental, and physical needs of children. Discuss how parents meet these needs.

—Have a panel discussion on "The Child is an Individual."

—Set up situations for class discussion on "What would you do if ——?"

—Discuss different age responses to discipline techniques. Brainstorm teaching child responsibilities.

—Discuss discipline guidelines.

—Survey community to determine the kinds of day care available for children of working parents. Discuss the quality of these facilities. Analyze the problem "Where should children be cared for when both parents work?"

—Invite a day-care center director or similar speaker to discuss care of children of working parents. Visit the center if possible and observe activities. Interview a knwoledgeable person—pediatrician, religious teacher, social worker—concerning effect on child of both parents working.

—Take a field trip to toy and/or pet shop. Observe appropriate toys/pets for children of different ages. Visit toy or pet shop to select a toy for a specified child. Student has given guidelines—examples: cost of article, age of child. Justify purchase.

—Borrow toys, books, etc., from store and library and discuss advantages and disadvantages. Observe nursery children, children at home. Give particular attention to behavior of child, toys he plays with, attention span. Compare with developmental chart and discuss.

—Observe a demonstration of the preparation of baby and toddler foods to help understand nutritional needs of children.

—Have a rap session: Students relate personal experiences they had as children which were serious problems for them.

—Role play children in problem situations. Include death, illness, others.

—Use case studies to show how children are affected by death, divorce, illness.

—Read the children's book **The Dead Bird.** Discuss how parents can use the book to explain death to children.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Prepare a research paper on a selected aspect of child development which especially interests you. Briefly report your findings to the class.

—Read basic references on child development. Not the basic theories of child growth and development as preparation for class discussion.

—Make a toy suitable for a specific child. Explain and demonstrate to class.

—Assume responsibility for partial care of a younger child at home for a set period of time. Try new techniques of working with the child. Evaluate results.

CHILD DEVELOPMENT

UNIT TITLE: CARE AND DEVELOPMENT OF CHILDREN

CONCEPT: Attitudes Toward Children

OBJECTIVES:

—Decide what the responsibilities of parenthood are.
—Determine what preparation for parenthood is needed by the couple.

PRETEST:

—List many of the responsibilities assumed in parenthood.
—Describe ways in which a couple can prepare for parenthood.

LEARNING STRATEGIES:

—Pretest on "Attitudes Toward Children."
—Discuss how attitudes toward children are acquired. How can they be changed?
—Have a resource person—attorney, doctor—discuss implications of unwed father.
—Have a young father report on the cost of having a baby.
—Have a panel discussion: Young fathers discuss how their feelings changed or what adjustments they made when they became fathers for the first time.
—List tasks in caring for a baby or small child which a father could do if the mother worked. Demonstrate these tasks using a doll or real baby if available: diapering, bathing, feeding, playing games, reading stories.
—Discuss why some men feel child care tasks are "feminine work." Analyze reasons for changing those attitudes.
—Discuss: "A child needs a father." Itemize reasons why a male parent is as important as a female parent for both boys and girls.
—Invite a qualified person—religious leader, pediatrician, social worker—to speak to a class about importance of a father's role to healthy child development.
—Prepare individual research reports on cost of a child's birth. Compare with cost 17 or 18 years ago. Compute cost to rear a child from birth to adulthood. Investigate cost of birth complications.
—Read booklets to better understand psychological and physical aspects of childbirth.
—Invite a doctor or nurse to speak on childbirth and effects on mother, baby, and father.
—Have a buzz session on how a new child may affect: father, mother, older children, foster children, pets.
—Research ways of acquiring children—natural childbirth, adoption, foster. Discuss pros and cons of each.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Conduct a survey of fellow school members to determine attitudes toward young children and their role as future parents. Prepare results for publishing in school paper or to present to class.
—Analyze self to realistically assess attitudes twoward children—use tests, questionnaires, opinions. Plan ways of becoming more familiar with children to ease anxieties. Evaluate results.

THE MALE ROLE

CHILD DEVELOPMENT

UNIT TITLE: CARE AND DEVELOPMENT OF CHILDREN

CONCEPT: Careers Related To Family Life Education/Child Development

OBJECTIVES:

—List a variety of occupations relating to family life education, including the training requirements of each.

—Explore the various kinds of volunteer work related to family life education and child development.

PRETEST:

—List the occupations and training requirements involved in family life education/child development related careers.

—List places where individuals may do volunteer service work.

LEARNING STRATEGIES:

—Investigate the jobs related to family life education/child development. Prepare a list including the training each requires.

—Invite a speaker who works in the area of family life education and/or child development to discuss his career with the class.

—Identify "volunteer jobs" which benefit the community and are related to family life education/child development.

4-H
Scouting
Big Brother
Church

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Volunteer to work with a youth group as an assistant to the leader—Boy Scouts, Church Recreation Center. Practice helping younger children with their activities. Keep records of your progress.

FOOD, NUTRITION AND HEALTH

UNIT TITLE: FOOD FACTS FOR MEN

CONCEPT: Food And Physical Fitness

OBJECTIVES

—Define the basic four and tell how the four groups of food are used in meal planning.

—Analyze the relationship of caloric intake to physical activity, body condition, and mental alertness.

—Explain the relationship of nutritional values of food to health and fitness.

PRETEST:

—Identify foods from a prepared list as to basic four food groups and number of servings recommended.

—Organize a given list of foods as to high-medium-low caloric value and distinguish which would be suitable for various kinds of physical activity.

—List the five nutrient groups and the sources of food from which they are available.

LEARNING STRATEGIES:

—View films/filmstrips related to the function of foods in the body.

—Evaluate cafeteria lunches or own meals using Basic 4 Food Guide.

—Invite a doctor, dietitian, or nutrition expert to explain new concepts in nutrition and how they affect our diets.

—Read case studies depicting health and nutrition guides used by professional or outstanding athletes.

—Evaluate food ads and labels with regard to nutrition concepts.

—Use a calorie chart to determine the caloric value of foods commonly found in one's diet.

—Chart the five nutrient groups as to function and food sources.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Keep records of food eaten for a set period of time; calculate caloric and nutritive values. Evaluate data in terms of recommended daily dietary allowance for males and females age 14-18 chart.

FOOD, NUTRITION AND HEALTH

UNIT TITLE: FOOD FACTS FOR MEN

CONCEPT: **Purchasing Food**

OBJECTIVES:

—Identify labeling and packaging information which aids the consumer in the selection of food.
—Analyze how the form of food purchased is related to the life styles of consumers.
—Choose appropriate procedures to be used in grocery shopping in order to get the most for your money in the least amount of time.

PRETEST:

—List the information required by law to appear on labels and packages and define which products are exempt from this labeling.
—Identify the forms in which foods may be purchased and list advantages and shortcomings of each form.
—Describe five ways to be an efficient grocery shopper.

LEARNING STRATEGIES:

—Study food advertising to determine type of information given. Identify facts versus emotional appeal.
—Make price comparisons of certain foods in different forms and draw conclusions regarding what to buy with respect to time, cost, quality.
—Relate methods of food packaging to ecological concerns. Identify specific ways of reducing the amount of package waste.
—Discuss recycling of food containers. Set an example throughout the year.
—Study the types of food stores available in your community; analyze them with respect to prices, services, convenience, quality of products.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Design a questionnaire to give to male shoppers that are about to enter or depart from the food stores in your community. Share your findings with the store owners and class members.
—Invite an experienced cook to relate the system he or she has developed to make food shopping better and easier: when to shop, lists, sales, or present a taped interview to the class.
—Assume responsibility for food purchasing for your home for a set period of time. Relate menus and shopping and analyze your results.

THE MALE ROLE

FOOD, NUTRITION AND HEALTH

UNIT TITLE: FOOD FACTS FOR MEN

CONCEPT: Food Preparation And Service

OBJECTIVES:

—Identify major appliances and small tools found in the kitchen workshop which aid in the efficient preparation and service of meals.

—Describe from a given list of food preparation terms the techniques called for in recipes, package directions, or verbal instructions.

—Determine safety and sanitation requirements when working with food in the kitchen or out of doors.

PRETEST:

—List the tools and appliances found in the foods laboratory.

—Define cooking terms from a given list.

—Identify the safety and sanitation requirements of working with food in various places in addition to the kitchen.

LEARNING STRATEGIES:

—Prepare very simple snacks to become familiar with kitchen equipment.

—Observe demonstrations on using time saving kitchen equipment such as: microwave oven, blender, toaster, special oven features, dishwashers.

—Invite a public utilities representative to demonstrate appliances to class.

—Prepare a list of basic kitchen equipment needed to start a home or apartment. Be alert to simple tools which can do "double duty." Determine the cost of this equipment.

—List and define terms frequently used in recipes. Demonstrate the unfamiliar techniques.

—Brainstorm possible safety hazards in the kitchen. Show simple safety tips such as pan handles "in" toward stove, wiping up spills, open cupboard doors, using knives.

—Research causes of food spoilage and illnesses caused by spoiled food. Discuss how safe food handling can reduce danger from food poisoning.

—Identify simple procedures, such as handwashing, which help insure safe food.

—Demonstrate proper and improper food storage. Discuss the implications for home food storage.

—Invite city or county health department official to speak to the class concerning common sanitation problems related to food preparation.

—Identify the small kitchen tools and their place of storage in the lab kitchen.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Evaluate the present kitchen at home and make recommendations for making it more workable. Consider: safety features, equipment, storage supplies. Put your findings into practice if possible and evaluate results.

—Investigate appliances and small tools that are unavailable in the foods laboratory. Make recommendations to the class as to the desirability of adding this equipment to the laboratory.

THE MALE ROLE

FOOD, NUTRITION AND HEALTH

UNIT TITLE: FOOD FACTS FOR MEN

CONCEPT: Food Preparation And Service

OBJECTIVES:

—Plan, prepare and serve several meals using convenience foods, one-dish meals, quick to fix foods, and meals for out of doors.

—Decide what simple rules of table setting and of mealtime manners are an aid to social acceptability.

—Demonstrate ability to serve as host when entertaining at home or when dining out.

PRETEST:

—Explain plans for preparation and service of several meals using convenience foods, one-dish meals, quick to fix foods, and meals for the out of doors.

—List simple rules of table setting and of mealtime manners that are an aid to social acceptability.

—Identify responsibilities of a host when entertaining at home or when dining out.

LEARNING STRATEGIES:

—View a filmstrip on basic table settings. Practice placing flatware and dinnerware on table to become familiar with placement of pieces.

—Invite a panel of businessmen to discuss the significance of eating habits and manners to job success. Combine this with a duscussion of the various careers represented.

—Role play good and poor eating habits. Discuss the effects such habits have on others.

—Invite a panel of fathers (and mothers) to speak to class about what they consider the "host role" to be when they entertain dinner guests at home.

—Collect menus from local restaurants to become familiar with terms and arrangement of foods listed. Practice ordering.

—Discuss restaurant manners:
  ordering
  tipping
  seating guests
  special problems

—Involve students in a variety of laboratory experiences and demonstrations in the areas of:
  convenience foods
  "quickie meals"
  one-dish meals
  use of leftovers
  outdoor barbecues
  camping meals
  picnics
  foods for back packing

—Read case studies of how both husband and wife can cooperate in food preparation when both are employed.

—Debate: "The husband should share food preparation responsibilities when his wife works."

—Invite a young married couple, or a panel of people, who are employed to discuss how they share food preparation duties in the home.

—Plan, prepare and serve a nutritious lunch for one of the following: for the man who packs a lunch for work or school; for the man who comes home to fix his own lunch.

—Plan, prepare and serve an out of doors meal using the school grounds, a private residence, or your local park as the laboratory. Serve as hosts to several guests and remember to use simple rules of table setting appropriate to the occasion.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan a party to be held in your home, school or elsewhere. Perform the role as host. Analyze your success and need for increased knowledge and self-confidence.

—Select an area of food preparation which especially interests you and develop further skill by practicing at home. Keep records to evaluate your progress.

—Decide what it would take for you to prepare and serve a meal from your indoor fireplace. Visit the local fireside shop to see what equipment is available for this type of renewed interest in cooking.

THE MALE ROLE

FOOD, NUTRITION AND HEALTH

UNIT TITLE: FOOD FACTS FOR MEN

CONCEPT: Food Earns A Living

OBJECTIVES:

—List a variety of job opportunities in food production and distribution.
—Describe the training required for jobs in food production and distribution.

PRETEST:

—List a variety of job opportunities in food production and distribution.
—Describe the training required for jobs in food production and distribution.

LEARNING STRATEGIES:

—Research the community for food related jobs.
—Talk with resource persons about jobs in the food industry.
—Visit a large restaurant or hotel where food is served. Be prepared to ask questions of the personnel instrumental in the success of the food business: cooks, waiters, bus boys, manager.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Spend several hours inside a restaurant, supermarket, food processing plant or other food related establishment to determine some of the peculiarities of each profession; share this information with class members.

THE MALE ROLE

CLOTHING AND TEXTILES

UNIT TITLE: "CLOTHES MAKE THE MAN"

CONCEPT: Clothing Cues For Men

OBJECTIVES:

—Decide how personal appearance, social acceptance and job success may be related to each other and to an individual's personal and social values.

—Summarize personal grooming habits and grooming aids which may help an individual establish a satisfactory grooming routine.

PRETEST:

—Decide how personal appearance, social acceptance and job success may be related to each other and to an individual's personal and social values.

—Summarize personal grooming habits and grooming aids which may help an individual establish a satisfactory grooming routine.

LEARNING STRATEGIES:

—Have a panel discussion relating the influence of appearance to personality and job success.

—Write and/or read and discuss case studies relating situations of personal appearance and job success.

—Conduct interviews with employees and employers in the community to determine their views and reasons for their feelings regarding the suitability of dress and appearance for various occupations.

—Discuss clothing as a tool in your life and identify values communicated by clothing.

—View a film/filmstrip concerning values related to clothing.

—Discuss what is a well-groomed male in different situations.

—Each student develops a checklist for the well-groomed male; compare lists—consider why they differ.

—Listen to a speaker discuss hairstyling as related to facial contour.

—Prepare individual reports on fashions and fads in clothing with relationship to appearance, social acceptance, and money management.

—View movie or filmstrip on the grooming process and products.

—Evaluate advertising of grooming aids to determine the advertising appeal versus factual content.

—Discuss advantages and disadvantages of various grooming products.

—Invite a dermatologist or other qualified person to speak on skin problems such as acne, dandruff.

—Use consumer buying guides to compare grooming aids and products.

—Evaluate effect of exercise and food on appearance versus grooming products.

—Relate influence of grooming habits to health and social acceptance.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Develop a "Self-improvement" plan to combat a personal grooming problem. Carry out plan and evaluate results.

—Prepare and present a program on grooming to 5th or 6th grade boy. Include free samples, fingernail care, hair, and clothing care as well as other topics which the teacher may suggest for the particular group. Report your experience to other class members.

THE MALE ROLE

CLOTHING AND TEXTILES

UNIT TITLE: "CLOTHES MAKE THE MAN"

CONCEPT: Shopping Habits Make A Difference

OBJECTIVES:

—Evaluate the suitability of items in a wardrobe for various situations and activities.
—Demonstrate the ability to understand consumer information on clothing purchases and relate clothing expenditures to the overall needs of the individual.
—Plan which clothing and accessories are appropriate together and in relationship to the individual wearing them.

PRETEST:

—Evaluate the suitability of items in a wardrobe for various situations and activities.
—List consumer information one can expect to find on clothing purchases and how this affects the amount of money that is spent.
—List the various body builds and tell what styles are attractive for each.

LEARNING STRATEGIES:

—Borrow a collection of men's clothes from a local clothing store; study labels and buying guides; set up guidelines for the purchase of garments.
—Go on field trips to different kinds of men's clothing stores to understand the current styles, fabrics, quality, and price ranges.
—Investigate the difference in tailored (custom made) clothing versus ready-made clothing. Analyze cost differences, quality variances, and fit and style aspects.
—Assemble ties, belts, handkerchiefs, jewelry in a display. Discuss the place of accessories in achieving the desired appearance in dress. Discuss effective combinations of stripes, patterns, colors.
—Plan a week's visit to an out of town friend's home. Identify what will need to be taken. Demonstrate how to pack a suitcase.
—Identify different activities that require different types of clothing.
—Compare clothing, hang tags and labels; evaluate information given.
—Study present laws concerning fiber content.
—View transparencies illustrating fashion design as related to body size and build.
—Show film/filmstrip which examines clothing expenditures and budgeting.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Make a personal spending plan for clothing purchases.
—Prepare a personal clothing inventory considering style changes, future plans, income; make a buying plan to complete wardrobe needs.

THE MALE ROLE

CLOTHING AND TEXTILES

UNIT TITLE: "CLOTHES MAKE THE MAN"

CONCEPT: Maintenance Makes A Difference

OBJECTIVES:

—Identify the types of maintenance involved in clothing care.
—Select appropriate methods for maintenance and attractiveness of clothing.
—Demonstrate the minor repairs necessary for clothing items.
—Determine the storage methods which affect wearability and effort spent on clothing maintenance.

PRETEST:

—Identify the types of maintenance involved in clothing care.
—List appropriate methods for maintenance and attractiveness of clothing.
—Demonstrate three minor repairs necessary for clothing items.
—List the storage methods for clothing.

LEARNING STRATEGIES:

—Practice making simple repairs such as sewing on buttons, mending with iron-on-tape.
—Assemble a bachelor survival sewing kit.
—Practice removing spots from fabrics.
—Visit local dry cleaning establishments to determine services and costs.
—Identify appropriate care procedures for a variety of types of clothing.
—Demonstrate shoe polishing techniques.
—Demonstrate and compare various laundry aids.
—Study, identify, and have experiences in using various laundry equipment.
—Use a set of pictures illustrating the weekly laundry; sort out items into appropriate wash loads, select laundry aids, and set washer and dryer dials correctly.
—Illustrate the positive and negative effects of various ironing and pressing techniques on fabrics.
—Practice developing skill in pressing in laboratory.
—Discuss maintenance required for various clothing items. Identify: Who provide maintenance? What if mother works or is absent? Analyze clothing items from viewpoint of person in charge of maintenance.
—Discuss and illustrate various types of hangers and methods of clothing storage.
—Make two lists - Advantages of why and why not to pick, hang up, and/or fold up clothes.

POSTTEST:

—Ask teacher for posttest.

QUEST, IFE AND FHA SUGGESTIONS:

—Assume complete responsibility for your clothing maintenance for a specified period of time. Seek qualified help when needed. Evaluate your results.
—Analyze your wardrobe with respect to care. Relate to future plans such as college or job. Make a plan to complete your wardrobe with items which are appropriate to use and care that you will be able to manage.
—Evaluate your clothing storage facilities—or that of all your family members. Consider possible changes and implement as many improvements as possible. Evaluate your results.

CLOTHING AND TEXTILES

UNIT TITLE: "CLOTHES MAKE THE MAN"

CONCEPT: **Clothing Careers**

OBJECTIVE:

—List a variety of job opportunities available in clothing related vocations and identify the training needed for each.

PRETEST:

—List a variety of job opportunities available in clothing related vocations and identify the training needed for each.

LEARNING STRATEGIES:

—Invite a speaker to discuss career possibilities in the clothing field.

—Interview persons employed in the clothing field to help develop an understanding of job possibilities.

—Prepare individual reports on job possibilities in the clothing related fields. Identify the training needed for each. Share reports with class.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Accompany a DE student who works in a men's clothing department. Evaluate his responsibilities and the knowledge about clothes that he needs.

MALE ROLE

HOUSING AND HOME FURNISHINGS

UNIT TITLE: A PLACE TO LIVE

CONCEPT: Deciding Where To Live

OBJECTIVES:

—List the various types of living quarters in which people may choose to live.

—Identify factors which influence selection of living quarters and relate this to personal goals and needs.

—Explain legal implications involved in housing arrangements.

PRETEST:

—List a minimum of six types of living quarters.

—Identify factors which influence selection of living quarters and relate this to personal goals and needs.

—Explain legal implications involved in housing arrangements.

LEARNING STRATEGIES:

—Use newspaper want ads to illustrate different kinds of housing available. Display ads and discuss the types.

—Discuss advantages and disadvantages of various living situations.

—List activities and personal interests that take place in dwellings including leisure time activities such as bicycles. Which of these activities should take priority in locating a place to live?

—Take a field trip to various housing arrangements; consider convenience to community, space provided, extra features.

—Evaluate factors affecting your choice of living space and cost of "extra luxury features" and/or features needed for leisure time activities.

—Compare costs of living quarters: consider rent, house ownership, interest, taxes, upkeep.

—Study newspaper advertisements for rental of different kinds of housing—houses, apartments, rooms. List similarities and differences of each.

—View transparencies of sample leases. Identify vocabulary of leases.

—Analyze leases: terms of the lease—deposit, payment of utilities, restrictions, responsibilities; services provided—trash removal, parking, decorating, laundry, janitorial.

—Invite lawyer to discuss legal aspects of renting considering responsibilities of landlord and tenant.

—Identify legal terminology of titles and deeds such as: mortgages, escrow, interest, principle.

—Invite resource persons — banker, contractor, insurance agent, realtor—to discuss their specialities related to home buying.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Identify your personal near future goals and plans. Analyze the housing needs related to this new role. Investigate possible housing situations to meet this need and evaluate results.

THE MALE ROLE

HOUSING AND HOME FURNISHINGS

UNIT TITLE: A PLACE TO LIVE

CONCEPT: Furnishing The Living Quarters

OBJECTIVES:

—Choose appropriate procedures for selecting furniture which is aesthetically pleasing an economically feasible for the individual.
—Determine what factors affect the comfort and attractiveness of a room.

PRETEST:

—List all the places where one might make selections of furniture.
—Identify some of the decorating guidelines that affect the comfort and attractiveness of a room.

LEARNING STRATEGIES:

—Investigate sources of obtaining furnishings such as: stores, warehouses, want ads, swap shops, Salvation Army, used furniture store, rental, cast offs.
—Debate: Renting versus buying furniture or consider pros and cons of renting furniture. Change the situations—renting an apartment, buying a home—to alter viewpoints in debate.
—Ask parents to relate how they have chosen furniture.
—Visit a furniture or department store to study furniture construction. Also, visit a refinishing and reupholstery store for the same purpose.
—Evaluate specific pieces of furniture with respect to ease of maintenance.
—Collect pictures of and analyze multi-purpose furnishings.
—Define the elements and principles of art and home decoration.
—Use transparencies to illustrate the effects of color in room decoration.
—Discuss "What makes a room attractive?"
—Display pictures showing use of accessories in room decoration.
—Brainstorm how accessories individualize a room.
—Practice arranging furniture in the laboratory or home or on graph paper to show how furniture placement affects convenience as well as appearance of a room.
—List social concerns of sharing living quarters.
—Interview persons sharing living arrangements to see how they compromise and accommodate to insure successful group living.
—Invite a young married couple who had lived independently prior to marriage to discuss how they "integrated" their furnishings. Discuss how this adjustment can be made with a minimum of trauma.
—Role play entertaining and the responsibilities to others when sharing living quarters.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan to redecorate your room or another room in the home. Seek expert help when needed; carry out as much of plan as possible and evaluate results.
—Create a plan to redecorate a small area of the school—perhaps an area in the home economics, guidance area, or general offices. Implement ideas where possible.
—Assist your family in rearranging the furniture in your home to make it more efficient and attractive. Consider members' activities and feelings. Report results.

HOUSING AND HOME FURNISHINGS

UNIT TITLE: A PLACE TO LIVE

CONCEPT: **Care And Maintenance Of The Living Quarters**

OBJECTIVES:

—Identify the basic factors involved in care and maintenance of different dwellings. Demonstrate some of these techniques.

—Relate knowledge of home maintenance and safety to spendable income, use of leisure time, and healthful living.

PRETEST:

—Identify the basic factors involved in care and maintenance of different dwellings.

—List points of safety to be followed regularly in one's living quarters.

LEARNING STRATEGIES:

—Identify areas of the dwelling which need maintenance, including outside areas. Discuss short-cuts in household maintenance.

—Discuss the kinds of attention a room or home needs daily, weekly, occasionally. Discuss how a cleaning schedule can make care of furnishings easier.

—Display cleaning agents, waxes, and other supplies used in home care. Study directions on containers.

—Demonstrate operation of vacuum cleaners.

—Interview bachelors about their cleaning problems and report to class.

—Invite a person employed in cleaning homes to speak about this service.

—Discuss specific maintenance tasks to become familiar with each:

changing linens
cleaning refrigerators, ovens
cleaning bathrooms
mopping floors
yard care

—Participate in laboratory activities to practice some cleaning activities. Compare methods and products to determine personal preferences.

—List areas of home which may need specific safety maintenance; furnace, water heater, air conditioning, windows.

—Invite woods, metals, and electronics teacher to help plan activities which enable a man to better maintain his home or apartment.

—Invite fire marshall to discuss safety and fire precautions for home owners and renters.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Assume responsibility for maintenance of a specific part of your present home. With parental approval, try to develop a more efficient way of performing the maintenance. Evaluate results.

—Prepare a safety check list for your home. Note hazards and attempt to correct them if possible. Evaluate results.

HOUSING AND HOME FURNISHINGS

UNIT TITLE: A PLACE TO LIVE

CONCEPT: Considering A Career In Housing Or Home Furnishings

OBJECTIVE:

—Categorize and analyze housing and home furnishings careers.

PRETEST:

—List job opportunities in this field, including the training requirements for each.

LEARNING STRATEGIES:

—Show a transparency of job cluster for housing and home furnishings careers.
—Investigate these jobs to determine working conditions and training required.
—Invite guest speakers to explain various careers.
—Interview persons engaged in housing and home furnishings careers.
—Write a research paper on a particular career.

POSTTEST:

—Ask teacher for posttest.

QUEST, IEE AND FHA SUGGESTIONS:

—Plan to visit a job location where a particular housing and home furnishings career is in evidence. Spend several hours observing the job and compile some of its characterisitcs to share with the class.

THE MALE ROLE

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THE MALE ROLE

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A Date with Your Future. Institute of Life Insurance, 277 Park Avenue, New York, 10017.

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Good Looks Here and Now (Teaching Guide). Armour-Dial, Dept. PR, 221 North LaSalle Street, Chicago, Illinois, 60601.

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- a. Ghetto
- b. Economic System
- c. Consumer

FHA PROGRAM ACTION IMPACT

We are living in an age in which change is a certainty. Therefore, the ability to adapt is essential in practically all areas of endeavor. FHA has a flexible, adaptable planning guide called **PROGRAM ACTION IMPACT.**

PROGRAM ACTION IMPACT is designed to improve the quality of individual, family, and community life whereby FHA members focus on a specific conern or issue long enough for improvement and change to take place. **PROGRAM ACTION IMPACT** enables chapter members to do IN-DEPTH activities that relate to their own concerns and issues about individual, family, community and job/career areas.

Steps for identifying issues and concerns are on the folder **PROGRAM ACTION IMPACT** which is available from National FHA. The folder contains spirit masters and transparencies which give information on carrying through a plan to find out the chapter's concerns or issues.

The emphasis is on completing projects that will have a lasting effect called IN-DEPTH ACTION projects. Throughout the year the chapter will have activities that relate to the concerns or issues of the members. Projects chosen by the chapter should be planned and carried out by the members and integrated into the curriculum used by the home economics teacher.

It is important that YOUR CHAPTER FIND IT'S OWN CONCERNS OR ISSUES TO WORK ON. In this guide, we are presenting some examples of concerns and issues (Decision Making, Pride in the Community and others). These are only examples and your chapter should decide on it's own concerns or issues. For each subject area of home economics, a few possibilities are listed as examples of parts in an IN-DEPTH ACTION project which could be solutions for a chapter's concerns. Please follow through the process to get your own IN-DEPTH activities.

Briefly, the way to use **PROGRAM ACTION IMPACT** is to:

—identify concerns or issues of chapter members
—select concerns or issues to emphasize
—list **IN-DEPTH ACTION** activities for the chapter to carry out under each of the six home economics areas. These activities may take place outside of class, as well as during the classroom chapter meeting.

When selecting activities ask yourself:

—will this activity have a lasting effect on an individual and family or community?
—will this activity involve all chapter members?

By following through with the idea of **PROGRAM ACTION IMPACT**, chapters will attain the goal of the Future Homemakers of America to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

EXAMPLES OF POSSIBLE FHA CONCERNS AND ISSUES

SECTION A. INDIVIDUAL CONCERNS

- Values, Goals and Attitudes
- Decision Making
- Self-Discovery and Personal Growth
- Life Styles
- Rights and Responsibilities
- Leadership

SECTION B. FAMILY CONCERNS

- Understanding Children
- Understanding Elderly
- Family Unity—"Pride in the Home"
- Health
- Safety
- Being a Consumer
- Time Management
- Communication

SECTION C. COMMUNITY CONCERNS

- Pride in Your Chapter
- Pride in Your School
- Pride in Your Community
- Pride in Ohio
- Pride in America
- World Pride Through International Relations
- Ecology
- Economy
- Politics and Legislation
- Public Relations

SECTION D. JOB AND CAREER

- Career Choice
- Education
- Schools

FHA PROGRAM ACTION IMPACT IDEAS

FOR

HOME MANAGEMENT AND CONSUMER EDUCATION

Listed under each issue or concern are examples of possible activities.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

Auction pictures of articles which chapter members might purchase. Use play money and limit time. After auction, explain and analyze the factors which determined the purchases.

Debate: An individual's values may be reflected by the kind and price of car they drive or the style and price of clothing they buy.

Prepare a list of favorite things to do. Rank them in order of most important to least important. Place a dollar sign ($) beside any item which costs more than $3.00 each time it is done. Place the letters PL beside those items which require planning. Place the letter T beside those items which require more than one hour in time. Analyze the list and answer the question, "Am I really getting what I want out of life?"

CONCERN—DECISION MAKING

Divide into groups and apply the decision making process in a given situation such as: purchasing a home, clothing, car. Analyze the process used in arriving at the decision.

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Organize timed races such as: dishwashing, ironing, sweeping. Discuss how the winner was so efficient in winning the race.

Analyze recent purchases. Why were the specific items selected and what are the expectations from the purchase?

CONCERN—LIFE STYLES

Study life styles and management of the home by having a panel including a newly-married couple and a couple who has been married for some time. How are responsibilities shared?

Invite a group of students who have been out of high school for one or two years to explain how their life styles have changed since they left their parents' home and are living off their own income.

CONCERN—RIGHTS AND RESPONSIBILITIES

Survey merchants to determine the extent of shop lifting and its consequences in local community.

Write letters to manufacturers about problem equipment.

Invite Better Business Bureau to speak on buying rights and responsibilities.

Invite a grocery store manager to talk about the rights and responsibilities of the sales person as well as the consumer.

CONCERN—LEADERSHIP

Invite an economics teacher, banker, or stock broker to speak on business leadership.

Conduct job analysis of the responsibilities of chapter members and officers.

CONCERN—UNDERSTANDING CHILDREN

Invite an obstetrician to discuss the cost of a new baby, a one year old, and a 5 year old child.

CONCERN—UNDERSTANDING ELDERLY

Invite a speaker from the welfare office, social security office, to speak about retirement and income.

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Discuss what services the community provides for a new family moving into the community. Invite speaker from one of these organizations.
Discuss the role of all family members in making decisions such as going on vacations, buying a new home and moving.

CONCERN—HEALTH

Invite a speaker from an insurance company to discuss different health insurance policies available.
Invite a funeral director to discuss the cost of dying.
Ask a doctor to speak on the cost of medical care locally.

CONCERN—SAFETY

Give groups a certain amount of play money to buy an item. Give reasons to justify purchase and discuss the use and specify safety features.
Invite a speaker on safe driving to a school assembly. Have the speaker bring out costs of repairs, police, when accidents occur.
Work with community leaders to eliminate any hazardous intersections in the area.

CONCERN—BEING A CONSUMER

Invite a panel to discuss wise buying of different products.
Play the game, "Money Goes Around": Three groups, farmers with 3 units of food each, industry with 3 units of products, and workers with 3 units of work each. All three groups are given an equal amount of money. First round, the workers sell hours of work to industry. Second, industry sells products to farmers and farmers sell food to workers. Fourth, fifth, and sixth rounds are the same without additional money added. No one wins, but the team members see how economic system works.
Review chapter budget, expenses and deposits. Find inexpensive ways to finance chapter activities and projects.
Develop a Slogan Game. Discuss what a large influence these ads have on the consumer.
Invite a speaker from credit bureau to talk about credit rating.
Go on a shopping spree. Purchase a personal grooming item. Return to meeting and compare purchases.

CONCERN—TIME MANAGEMENT

Invite a resource speaker from a local industry to explain: time=work, output=money.
Develop several time plans for use in caring for homes. Divide into groups and have each group try different plans. Compare effectiveness.
Demonstrate and time techniques for doing different household chores.

574

CONCERN—COMMUNICATION

Analyze TV advertisements as to what they were trying to communicate about the specific product.
Tape interviews with parents concerning the various ways they have explained to their children the value of money. Analyze the various ways money value has been communicated.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Invest a small amount of money in local activities.

CONCERN—PRIDE IN YOUR SCHOOL

Attend a school board meeting when finances are being discussed.
Raise money and purchase a trophy case or display case for the school. Use good consumer practices in making the selection.
Help janitor get extra projects done he hasn't time to do. Analyze amount of time the janitor must spend because of student sloppiness or disrespect for school.

CONCERN—PRIDE IN YOUR COMMUNITY

Clean up park area. Analyze amount of time spend and using minimum wage figure the cost of the clean up.
Attend a city council meeting when finances are being discussed.
Work with or interview someone associated with a recycling center.

CONCERN—PRIDE IN OHIO

Visit a nearby vocational school, middle school, or year round school to understand the newest in schooling in Ohio. Discuss where the money comes from to build and run such a school.

CONCERN—PRIDE IN AMERICA

View a film on the economic system of the United States.
Present skits on advantages of being a consumer in America.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Find out about international projects such as UNICEF and CARE. How are they financed and what do they do?

CONCERN—ECOLOGY

Pay yearly FHA dues with money received from returning refundable bottles. Buy, use and promote recycled paper for home, school and business use. Ride bikes rather than drive to school. Encourage city, schools, and businessmen to put up bike racks.
Convince city officials to mark cycle paths.
Conduct study of cleaning solvents and pesticides used at home and on the job and their effects on the water supply. Make findings available to homemakers and employers.
Invite speaker from the EPA on the use of resources.
Petition the legislature to clean up pollution in your town/country/state.

CONCERN—ECONOMY

Analyze the supply and demand cycle of our economy.
Make an action kit for consumers showing where and how to contact business and government officials on consumer matters. Include names, titles, and addresses of those to contact, together with sample letters and possible issues to cover.
Discuss what it will mean when converting to the metric system.
Visit local car dealer to find out procedure of buying a car; compare costs and services offered. Find out predictions of types of cars in the future.
Brainstorm reasons for lowering or raising taxes.
Listen to a guest speaker on the "Effects of shoplifting on the economy."

CONCERN—POLITICS AND LEGISLATION

Write to congressmen about how you feel on local/state/national issues.
Study the function of lobbies in Columbus and Washington D.C.
Discuss how an individual can influence legislation.
Invite a resource person to explain where our tax money goes.

CONCERN—PUBLIC RELATIONS

Invite bank representatives and insurance agents to speak about their companies.
Invite representatives from USDA, U.S. Public Health Service and FDA to explain their function with foods and the consumer.

SECTION D—CAREER/JOB

CONCERN—CAREER CHOICE

Investigate careers in the government which are concerned with policies regarding consumer activities.
Research the cost of paid workers in the home for all phases of home care.
Clip ads from newspapers concerning employment openings for domestic work and discuss the qualifications needed, pay.

CONCERN—EDUCATION

Invite a panel involving people who discontinued their education at various levels. Discuss any problems that have arisen in the area of management of their home and their consumer practices which might have been lessened if they had received more education.

CONCERN—SCHOOLS

Organize a home economics advisory council which would include parents, community leaders, school board members and students.
Make a poster on the cost of education at different schools, colleges and universities and put in guidance office.
Survey cost of commuting to another high school.

FHA PROGRAM ACTION IMPACT IDEAS
FOR
PERSONAL, FAMILY AND COMMUNITY

Examples of issues and concerns are given with project possibilities listed under each issue or concern.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

After studying values, goals, and attitudes, select a topic of concern such as dating age, telephone talking time. Decide who wants to be on the adult panel and who wants to represent the teen panel. Select a referee, time keeper and score taker. Debate the issues.
Invite mothers in for a panel discussion on teenage values, goals, and attitudes.
Analyze popular records for values, goals, and attitudes.
Invite a minister or priest as a speaker on teenage values.
Invite a panel of parents to discuss with a panel of students why they have different values, goals, and attitudes. Analyze which common values they may have.

CONCERN—DECISION MAKING

Given five problems in the personal, family or consumer areas, divide into five groups and discuss a plan of action to improve the situation.
Debate the use of drugs and other peer influences on teenagers.
View a film on drugs.
Debate: "A married woman who has children should (not) work outside the home."

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Using three sheets of drawing paper and colored chalk, draw while listening to three different types of music—children's, classical, and popular. Display works of art and discuss.
View filmstrip "Masculine—Feminine" from CO-ED.

CONCERN—LIFE STYLES

Invite a priest, or minister, to discuss differences between infatuation, love and marriage.
Invite a foreign student to talk about their life style in their country.
Visit a nursing home to see the life styles of the people there.
Tape an interview of parents and community members on their feelings about alternate life styles such as the dual-role, equal status marriage, living together without being married. After listening, get reactions from the group.

CONCERN—RIGHTS AND RESPONSIBILITIES

Present skits showing members being denied rights then present a skit showing members having their rights. Discuss.
Invite a resource person to talk about how city government functions and the responsibilities and rights of citizens.

CONCERN—LEADERSHIP

Make up ficticious officers such as "School game warden, gum wrapper president, pencil sharpener president." Run for offices using campaign procedure.
Take charge of classes for a week, perhaps in the entire school where roles of teacher, cook, janitor, principal, etc., can be assumed.

SECTION B—FAMILY CONCERNS

CONCERN—UNDERSTANDING CHILDREN

Invite a nurse to discuss prenatal growth of a child.
Discuss with a social worker, "Youth problems of today and the past."
Debate: "Children should be seen, not heard."
Help set up a community playground or park.
Plan a group birthday party at a school for children who would not have a party at home.
Collect used maternity clothes and give to a community agency for distribution.

CONCERN—UNDERSTANDING ELDERLY

Tour the local nursing home, hospital, etc. to see what items are needed by institutions and help provide these.
Invite a panel of grandparents and students to speak on the "Generation Gap".

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Participate in a community activity as a family and list different activities that were done.
Trace your family heritage and post a map of the whole world. Use map markers to indicate each member's family. Discover that America is a "melting pot".
Role play situations which show conflict such as use of telephone and sharing space.
Role play a family council that considers problems and reach agreeable solutions.

CONCERN—HEALTH

Invite a social nurse, or school nurse, to speak on the topic: "School contractable diseases and illnesses."
Invite a speaker to explain different types of health insurance.
Investigate world health organizations such as project HOPE. Report information through newspaper articles.
Invite a speaker on mental illness, suicide prevention, etc.
Invite a speaker on effect of drugs on an individual and his family.

CONCERN—SAFETY

Collect and analyze newspaper and magazine articles that are related to goods and services that could endanger a person, the family and the community—share and display findings.

CONCERN—BEING A CONSUMER

Outline steps individuals and families may take to provide some degree of financial security.
Invite a panel of parents to explain how to finance family purchases.

CONCERN—TIME MANAGEMENT

Set up a community slave day using members as the slaves and organize time to duties. Evaluate and publicize.
Invite a speaker on the use of leisure time.
Invite students from the school who always seem to get everything done and have them talk to the chapter.

CONCERN—COMMUNICATION

Invite a single male teacher to discuss the male ego and determine how this affects dating practices.
Invite the FFA to debate, "I would rather marry an old fashioned girl" versus "The modern girl makes a more ideal wife."
Encourage each member to adopt a "grandparent" from county home and visit them throughout the year.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Have a "FHA Sunday" at local churches.
Have secret "sisters or brothers" in FHA.

CONCERN—PRIDE IN YOUR SCHOOL

Have a family fun night at school.

CONCERN—PRIDE IN YOUR COMMUNITY

Plant flowers or shrubs around community buildings.
Clean up and keep up lawn in old cemeteries which have been neglected.
Invite a panel of older people from the community to tell about its history.
Present a program on community organizations.
Develop a community resource directory including cost, facilities, location and others. This should be the result of investigation or visitations to museums, parks, and libraries in the area.

CONCERN—PRIDE IN OHIO

Visit state interest points in Ohio and take pictures to put in local newspapers.

CONCERN—PRIDE IN AMERICA

Debate: "American democracy is the best way of life."
Buy a new flag for the school and present it at a Veteran's Day assembly.
Invite a panel to discuss youth's attitudes toward our system of government.
Sponsor a "Beautify America" campaign.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Invite an exchange student to speak about their country.
Invite person who has gone to another country to speak.
Study history of ancestors of members.

CONCERN—ECOLOGY

Identify and eliminate your own family's contributions to the pollution problem.
Help get out the voters for bills and bonds to pay for beautification projects.
Organize a litter pickup campaign along a highway, in your neighborhood, in your school yard.
Encourage your family, neighbors and businessmen to supply sufficient containers for trash and to schedule frequent pickups.
Clean up a pond or lake shore.
Suggest radio and TV stations use public braodcast time to ask people to keep waterways clean.
Brainstorm to determine ways physical environment may be controlled in the community. Select one or two ways and take action.
Collect samples of natural resources such as wild flowers, plant stems, twigs and old wood. Use these in creating a room accessory. A resource person may be consulted.

CONCERN—ECONOMY

Invite a panel of mothers to explain how to budget the family income.
Explore and discuss the importance of private property, competition, profits and prices in our economic system. How do they affect individuals, business and government?
Report on how inflation affects individuals and families.
Have a parent or community member talk of his or her experience with an inheritance. Discuss advantages and disadvantages of estate planning, wills and trusts.

CONCERN—POLITICS AND LEGISLATION

Invite local politicians, county commissioners, or mayor to speak about their jobs.
Campaign to get people to vote at elections.
Operate election of officers following political campaigns by members seeking an FHA office.

CONCERN—PUBLIC RELATIONS

Make signs welcoming visitors to the community and display at corporation limits of community.
Have a banquet with community leaders as guests.
Visit a newspaper office.

SECTION D—JOB/CAREER

CONCERN—CAREER CHOICE

Ask the guidance counselor to present a program about career possibilities.
Invite parents to be on a panel to explain their careers.
Have community leaders to predict careers and opportunities which may be available locally.
Invite a panel of students holding jobs to discuss getting along on the job from their view point.

CONCERN—EDUCATION

Have a personnel manager from local business or factory speak on the requirements and qualifications of desirable applicants.
Discuss the values of education for the young person today.
Invite 8th graders to a meeting and explain high school courses of instruction to them.

CONCERN--SCHOOLS

Help with informing community about school tax levies.
Work on getting more parents to come to open house or to join the parent teacher organizations.
Become involved in a school project and report the involvement at a sharing session at a meeting.

FHA PROGRAM ACTION IMPACT IDEAS

FOR

CHILD DEVELOPMENT

Listed under each issue or concern are examples of possible activities.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

Brainstorm: Why would someone who is pregnant not go to the doctor?
Debate: A couple should plan their family to aid the population problem.
Discuss various old-wives-tales and the attitudes mothers and grandmothers have toward these tales.

CONCERN—DECISION MAKING

List 10 problems that a child might give a babysitter. Divide into groups and brainstorm on the problems. At the end of a set time, report the group's decision on how to cope with the problem.
Role play situations where a child should and should not be given a choice. Ask a resource person to speak on when to give children a chance to make their own decisions.
Present ways single and married people can acquire children (pregnancy, planned and unplanned; adoption, sources and laws; foster homes).

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Present a "This Is Your Life" skit bringing out childhood experiences of chapter members. Relate these experiences to their current behavior and personality.

CONCERN—LIFE STYLES

Visit an orphanage to play and work with the children and understand a little more about their lives.
Invite an exchange student from another country to talk about their home, family, childhood and life style.
Visit a doll museum, toy museum and discover the different types of toys used throughout time.
Invite a speaker on the changing views toward rearing children throughout the history of the United States.
Interview new parents in relation to how their lives have changed with the birth of a new baby.

CONCERN—RIGHTS AND RESPONSIBILITIES

Invite a social worker, juvenile detention worker to speak on youth crimes and jail.
Invite a law enforcement person to speak on parent's responsibilities for caring for their children.

CONCERN—LEADERSHIP

Organize and conduct a nursery school for at least two weeks. Plan for playtime, science, music, literature, and art.
Volunteer to assist a supervisor at a playground or camp.

SECTION B—FAMILY CONCERNS

CONCERN—UNDERSTANDING CHILDREN

Visit a day care center or a nursery school to see how children are developing and growing.
Volunteer to work with handicapped children.
Debate: Breast feeding vs. bottle feeding.
Invite a new born child, a six month child and a one year old child to a meeting; compare growth and development.
Visit the baby ward at the local hospital and report on the differences seen.
Invite a librarian to demonstrate selecting children's books and effective story telling techniques.

CONCERN—UNDERSTANDING ELDERLY

Take a nursery school or kindergarten class to visit elderly in homes and perhaps help elderly with some duties.
Bring elderly person to school to demonstrate handicrafts to children.
Arrange for an elderly peron to teach children games and songs they remember from their childhood.

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Find games that the whole family can play together. Try some of these games at a meeting.
Bring parents' pictures to class meeting and shuffle. Pass out the pictures and try to match pictures to students. See how different or alike families look.
Discuss with other students and parents "Accepting the responsibilities of parenthood."

CONCERN—HEALTH

Invite a doctor to speak on childhood diseases and their prevention.
Visit a children's ward in a hospital and help with some of the duties.
Assist elementary school teachers in teaching children good health habits such as brushing teeth, eating the right food.
Take small groups of children to meet a dentist, doctor, nurse, or eye doctor to help them see what professional people do.
Invite the local police department to discuss the use of drugs and pregnancy.

CONCERN—SAFETY

Create a first aid handbook to use when babysitting.
Go door to door and encourage families to destroy outdated medicine.
Work with children on learning how to cross streets safely.
Study and report on toy safety—collect any unsafe toys.

CONCERN—BEING A CONSUMER

Debate buying new baby clothing vs. renting vs. borrowing.
Evaluate advertisements that are directed to children.

CONCERN—TIME MANAGEMENT

Help organize children's leisure time activities.
Ask young mothers to tell how they manage their time now that they have children in order to complete all housekeeping tasks.

CONCERN—COMMUNICATION

Volunteer to help young mothers in the community for a day. Record their activities related to the area of care of the child. Share ideas.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Set up a local babysitting service with chapter members as babysitters.

CONCERN—PRIDE IN YOUR SCHOOL

Help elementary teachers with their classes.
Provide a tutoring system for younger students to keep them interested in school.
Sponsor a poster contest on keeping the school clean.

CONCERN—PRIDE IN YOUR COMMUNITY

Take a group of children to a local parade or carnival.
Volunteer to work at a day camp.

CONCERN—PRIDE IN OHIO

Participate at the FHA nursery school exhibit at the Ohio State Fair.
Visit Children's Hospital.

CONCERN—PRIDE IN AMERICA

Discuss child rearing practices in the United States contrasted to those in other countries.
Teach small children the Pledge of Allegiance and America the Beautiful.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Support a foreign child through an overseas plan.
Invite a foreign exchange student to talk about his family and its part in the community.

CONCERN—ECOLOGY

Demonstrate to children how to make car litter bags.
Teach children not to litter by sponsoring an anti-litter poster contest.
Collect litter equal to a child's weight.
Take children on a tour to a recycling center.

CONCERN—ECONOMY

Watch TV on Saturday morning to see commercials. Analyze the effect they have on children.
Invite a person from a department store to explain percentage of volume of clothes sold for children.

CONCERN—POLITICS AND LEGISLATION

Invite a speaker on child abuse and the law.
Investigate local adoption laws and requirements and report to the chapter.

CONCERN—PUBLIC RELATIONS

Conduct a nursery school. Have a graduation and invite parents and newsreporters to view graduation.

SECTION D—JOB/CAREER

CONCERN—CAREER CHOICE

Visit a nursery school to observe the teachers.
Invite the guidance teacher to discuss opportunities in child care careers.

CONCERN—EDUCATION

Invite a teacher from the kindergarten to speak on methods used in the classroom.
Assist 4-H advisors with teaching sewing skills to younger members.

CONCERN—SCHOOLS

Operate a play school for 4-5 years olds to learn the responsibilities of being a teacher.
Help with HEAD START or prekindergarten instruction by assisting with crafts, games and stories.
Start a story hour for groups of young children on Saturday.

FHA PROGRAM ACTION IMPACT IDEAS

FOR

FOODS AND NUTRITION

Listed under each issue or concern are examples of possible activities.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

Develop a menu for a main meal. Divide into teams. Using grocery ads from the papers, see which teams can find the lowest actual costs to prepare the menu. Compare home cooked menu to the cost of convenience foods and a purchased meal.

Survey high school students as to food likes and dislikes. Try to conclude why students have such attitudes about certain foods.

CONCERN—DECISION MAKING

Review a week of menus from the school cafeteria. Considering the likes and dislikes of the chapter members, improve upon the cafeteria menus and submit the finished menus to the school cafeteria.

Using the decision making process, decide on five items to make and sell at a bake sale.

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Invite parents to an international tasting party. Those with international backgrounds may wish to bring foods from their countries.

Invite another class to a food tasting party.

Buy foreign foods, cheeses or gourmet foods for other class members to taste.

CONCERN—LIFE STYLES

Study the research available on the nutrition problems various new religious sects are facing.

Survey community members to discover eating habits and mealtime habits. Analyze how different life styles have an influence on these habits.

CONCERN—RIGHTS AND RESPONSIBILITIES

Research information on labeling laws. Discuss responsibilities of the food companies.

CONCERN—LEADERSHIP

Plan a banquet where every member takes a leadership role.

Identify food establishments which are leaders in food production. Analyze reasons for this leadership.

Set up a foods lab with each kitchen unit consisting of a head cook, worker and guest.

Demonstrate various food preparation techniques to younger members.

CONCERN—UNDERSTANDING CHILDREN

Invite a resource person to discuss nutrition for a new born baby.
Analyze children's food advertisements and discuss why they appeal to children.
Write and illustrate a cookbook for children who are 7-10 years of age.

CONCERN—UNDERSTANDING ELDERLY

Make food baskets for needy elderly in the community.
Volunteer to help deliver meals for local "Meals On Wheels."
Discuss with grandparents and other elderly people of the community how the variety of foods available today compare with what was available when they were young.

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Bring in mothers' most traditional foods to sample. Discuss how one family prepares a food a different way than another family.

CONCERN—HEALTH

Invite a speaker from a health food store to discuss the type of products he carries and the demand for such food.
Invite a physical education instructor to speak on the "healthy body."
Research the effect of fad diets on health.

CONCERN—SAFETY

View films on food additives, food production and cleanliness.
Visit a food production plant and list safety features used.
Demonstrate prevention of accidents in the kitchen by proper use of tools and other safety procedures. Develop a flyer on important rules to follow and give to parents in the community.

CONCERN—BEING A CONSUMER

Select a specific food to research. Find out the various ways this food may be purchased and the differences in cost. Evaluate and post the evaluation.
Visit a food industry to observe the process of making convenience foods.
Discover how the school cafeteria purchases its food and supplies.

CONCERN—TIME MANAGEMENT

Plan and prepare a meal using a time schedule.
Ask the local newspaper to sponsor an "Outstanding Cook" contest with criteria based around time management.
Present skits showing ways of saving time during meal preparation.

CONCERN—COMMUNICATION

Observe, demonstrate and discuss how people non verbally communicate their feelings about various types of food.
Record various conversations during home and school meals. Analyze the effect various topics may have on those eating.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Plan and carry out a chapter progressive dinner.
Sponsor a chapter baking contest. After judging, use baked products as meeting refreshments. Publicize the contest results.

CONCERN—PRIDE IN YOUR SCHOOL

Prepare and serve a banquet to honor a special group in the school.
Survey the eating habits of school mates. Analyze and publish the findings in the local or school newspaper.

CONCERN—PRIDE IN YOUR COMMUNITY

Write a series of interesting and creative articles for the local newspaper explaining various aspects of good nutrition.
Publish a cookbook of favorite recipes of community members.
Promote a "can-can" dance. Request cans of food for admission which will be given to needy families in the community.

CONCERN—PRIDE IN OHIO

Promote locally produced food products at a booth at the county fair.
Find out the various types of food cookery common to various parts of the state.

CONCERN—PRIDE IN AMERICA

Participate in a farm/city day to develop better communication between the producers of food and the consumers of food.
Prepare a buffet with foods from different regions of America such as Southern, New England, Midwest.
Participate in an "AMERICAN" apple pie bake sale.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Prepare a buffet of foreign foods. Research the background of the foods prepared.
Plan a chapter night out to a foreign food restaurant.
Research various foreign mealtime procedures or rituals relating to food.

CONCERN—ECOLOGY

Collect cans and bottles to take to a recycling center.
Plan exciting ways to use left-over foods in the foods lab.
Research various viewpoints on the use of pesticides, fertilizers and food additives in the production and consumption of food products.

CONCERN—ECONOMY

Visit a supermarket to see the prices of various food items. Discuss the effect the consumer has on the market place.
Compare the quality and cost of different brands of food.
View a filmstrip on how our food dollar is spent.
Invite a speaker from the USDA on how our economy benefits the production of food.
Assist low income mothers in the planning of low cost meals.

CONCERN—POLITICS AND LEGISLATION

Examine food labels to see what is required by law to be on the label.
Research Ohio laws and regulations governing the sale of food throughout the state.

CONCERN—PUBLIC RELATIONS

Analyze ads from various grocery stores. Discuss the image each store gives through its advertisement.
Analyze the image the chapter and members have when money making projects are bake sales and other food related projects.

CONCERN—CAREER CHOICE

View film on careers in food merchandising and research.
Invite a dietitian from a local hospital to be a guest speaker.
Visit a food service program in a nearby school. Discuss with the students what they learn in the program, their future plans and possibilities of jobs in the food service areas.
Invite a local restaurant manager to speak about his career.

CONCERN—EDUCATION

Write a newsletter informing a specific group such as young mothers about nutrition or guides to follow when shopping for food. Send these to the local newspaper or directly to those who may benefit from such information.
Inform grade school children of the necessity to eat well balanced meals through specially prepared skits, demonstrations.

CONCERN—SCHOOLS

Help plan meals for the school cafeteria.
Survey the student body to see what are their favorite cafeteria foods, the ones they dislike and suggestions for future meals. Report the findings to the cafeteria.

FHA PROGRAM ACTION IMPACT IDEAS

FOR

CLOTHING

Examples of issues and concerns are given with project possibilities listed under each issue or concern.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

Compare buying a store garment versus home made. Tour a clothing store and select a garment using criteria set by members. Then tour a fabric store for same pattern and fabric. Report value of store garment versus home made garment in class.
Have a hair stylist demonstrate proper care of hair and perhaps make-up. Then discuss the values of good grooming.
Invite a panel of FFA members to discuss with panel of FHA on how they think teenagers should dress for school, dates.

CONCERN—DECISION MAKING

Discuss current styles and fashions—how important is it to decide to go along with trends.
Divide into three groups titled slender, average and heavy. (Members need not be of the build of their group.) Use newspaper ads and magazines to select two outfits which are beneficial to each figure type. Discuss how and why each outfit was selected.

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Invite a designer to talk about creation of design.
View films on design from McCalls, Sears, Penneys.
Using different colors of fabric, select colors that are best for you.
Use resource person to help with grooming problems such as hair styles, weight control, make-up and posture.
Find pictures of clothes worn by policemen, nurses, teachers, air line stewardesses. Discuss role of clothing for occupations.

CONCERN—LIFE STYLES

Discuss why the different type of dress makes a difference when going into stores and shopping.
Long hair versus short hair—barefoot versus shoes—sweatshirt versus shirt and tie.
Invite a person with international background to show how they dress in their country.
Discuss appropriate clothes for different occasions—come dressed in a special way and let others decide where each one may be going.

CONCERN—RIGHTS AND RESPONSIBILITIES

Play a game called "Complaint". Role play customer-clerk relations and complain about various garment findings.

CONCERN—LEADERSHIP

Study leaders in the design industry and how they reached this position.
Identify leaders in school who are "in" the know about clothing and set local trends.

SECTION B—FAMILY CONCERNS

CONCERN—UNDERSTANDING CHILDREN

Make clothing which has growth features. Give these to a children's home.
Invite a mother to talk about types of clothing that would be practical for the new baby.
Make a large denim learning scrapbook for nursery school children. Each page would be of felt and fabric and feature a learning experience such as a shoe to lace or a belt to buckle.
Make good grooming kits for a children's home.

CONCERN—UNDERSTANDING ELDERLY

Contact the local welfare agency to see what types of clothing are needed by the elderly and have a clothing drive.
Make grooming kits to donate to a home for the elderly. Do this other than at Christmas and investigate to discover their needs.
Mend clothes for nursing or county home.

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Discuss the different groups of people and certain types of clothing they wear to distinguish their families (Scotch and plaids). Display dolls in the native dress.

CONCERN—HEALTH

Research why uniforms came to be in the hospitals, also white hose, caps for nurses. Report findings.

CONCERN—SAFETY

Divide into groups and give demonstrations using small appliances showing safety features—irons, electric shears.
Invite a resource person to speak on clothing flammability—laws and regulations.

CONCERN—BEING A CONSUMER

Tour a discount store, a department store and an exclusive dress shop to compare the quality and cost of garments sold.
Debate: "The Consumer is King"—voting by buying—consumers determine what is produced and distributed.
Invite a drycleaner to demonstrate cleaning products on different fabrics.
Role play correct and incorrect methods of shopping for clothing.

CONCERN—TIME MANAGEMENT

Try time saving techniques in a group sewing project such as an assembly line when making stuffed toys or bean bags for the children's home.
Have mothers demonstrate the quickest techniques for doing laundry and ironing.

CONCERN—COMMUNICATION

Discuss how people non-verbally communicate various feelings through the clothes and jewelry they wear.
Study the instruction sheet which accompanies patterns. Decide ways which the instruction sheet could have been changed to assure better communication between the pattern company and the person constructing the garment. Inform the company of your findings.
Discuss what the color, texture, design, etc., of a garment may communicate.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Sew look alike FHA outfits to wear to meetings.

CONCERN—PRIDE IN YOUR SCHOOL

Debate: "Clothes Make the Man".
Select a panel to discuss school dress code.
Sponsor a dress up day once a month at your school.

CONCERN—PRIDE IN YOUR COMMUNITY

Discuss appropriate clothing for different activities and occasions.

CONCERN—PRIDE IN OHIO

Make small state flags and distribute throughout community.

CONCERN—PRIDE IN AMERICA

Study clothing styles that developed in our country—find old styles in attics of grandparents.
View a film about fabric production—one of United State's largest production industries.
Make flags to be presented on Flag Day.
Have a red/white/blue color day at school.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Make a scrapbook of clothing styles around the world.
Make clothes (children's) that can be sent overseas to needy.

CONCERN—ECOLOGY

Make patchwork clothes and toys using fabric scraps from sewing classes.
Rather than throw away clothes, remake them to be usable.
Collect used but wearable clothing and have a rummage sale.

CONCERN—ECONOMY

Point out and discuss the various economic choices and alternatives open to the consumer and effects of consumer decisions in the market place.

CONCERN—POLITICS AND LEGISLATION

Invite a speaker on how legislation affects production of synthetic fabrics.

CONCERN—PUBLIC RELATIONS

See how a newspaper sets up clothing ads.
Sponsor a style show and invite community clothing stores to provide garments for the show.

SECTION D—JOB/CAREER

CONCERN—CAREER CHOICE

Visit a clothing store to seek information about careers in that field.
View a film on fashion designing.

CONCERN—EDUCATION

Write to a large department store such as Penneys or Sears about how they train their designers.

CONCERN—SCHOOLS

Assist cheerleaders in choosing outfits.
Set up a mending lab and charge for mending torn clothes at school.

FHA PROGRAM ACTION IMPACT IDEAS

FOR

HOUSING, HOME FURNISHINGS AND EQUIPMENT

Listed under each issue or concern are examples of possible activities.

SECTION A—INDIVIDUAL CONCERNS

CONCERN—VALUES, GOALS, AND ATTITUDES

Select a room in the school, nursing home, to improve. Set long and short range goals to improve the area. Advertise the project, buy furniture, paint and complete the decorating.
Work in groups to list values concerning care of the home. Decide on those which all share and accept that there are also individual values.
Conduct a white elephant sale to demonstrate the difference in individual aesthetic values. Discuss interesting uses for the objects sold.

CONCERN—DECISION MAKING

Interview persons living in various types of housing to find out why they chose to live in their present home.
Walk around the school with the idea of improving the exterior in some way. List all improvement needed and using the decision making process, select an improvement and go into action as a chapter.
Study specification sheets from various brands of appliances. Vote for one of each type of appliance and give reasons for the choice.
Debate: Renting or buying a home, mobile home or condominium.

CONCERN—SELF-DISCOVERY AND PERSONAL GROWTH

Examine pictures of rooms and discuss what type of personality would plan the rooms.
Analyze personal feelings as to why certain types of homes and furnishings are liked over other types.

CONCERN—LIFE STYPES

Walk in the community and look for different styles of homes. Discuss house styles and community life styles.
Select house and apartment pictures then buzz on the types of families that would like this house.
Invite a speaker on the types of home in another country. Discuss how their housing relates to their life style.

CONCERN—RIGHTS AND RESPONSIBILITIES

Tour the County Planning Department to see how the communities within the school district are set up.
Invite a resource person to discuss urban renewal.
Invite a speaker on personal property rights and responsibilities, renting or buying a home, insurance and wills.
Debate: The teenager and their rights and responsibilities in the care of the home.

CONCERN—LEADERSHIP

Organize work crews for a clean-up period or day. Have each group select a project in the home economics room or school and organize themselves to complete the work task at the end of a set time. Report to the chapter what was accomplished.

SECTION B—FAMILY CONCERNS

CONCERN—UNDERSTANDING CHILDREN

Visit a day care center or nursery school to see the relationship of size of furniture to children.
Make a bulletin board using newspapers, magazines and pamphlets on how a child's room can be made to grow with the child.
Invite a toy representative to demonstrate how to use various play equipment designed to stimulate infants.

CONCERN—UNDERSTANDING ELDERLY

Compare costs of different types of housing available to the elderly.
Evaluate floor plans of home to find those suitable for elderly people or the handicapped.
Tour a rest home in the community. Plan to redecorate a room or rooms.
Use principles of design to make accessories for rest homes.

CONCERN—FAMILY UNITY OR PRIDE IN THE HOME

Survey the number of family members in a house and the number of rooms per house. Find the average to see how many people generally live in a room in the community. Make a poster to inform people of the findings.
Compile reasons why some families can live comfortably in a small space while others are not happy even in a large space.

CONCERN—HEALTH

View a film on pest control in homes.
Invite a speaker from the social welfare department to discuss urban renewal areas.

CONCERN—SAFETY

Invite a local contractor to discuss his standards for safety and the government regulations.
Evaluate electrical appliances or other products in the home and report unsafe products to parents and newspapers as well as the companies.
Develop a safety checklist for the home and have members eliminate any hazards in their home. Report results.
View a film on safety in the home.
Make a first aid kit for the home.
Select common accidents or emergencies that occur in the home. Plan your course of action if such emergencies should occur.

CONCERN—BEING A CONSUMER

Tour a furniture store to find out about wise buying of equipment and furniture. Return to school and evaluate pieces of furniture at the school.
Discuss the advantages and disadvantages of renting and buying a home.
Invite a real estate agent to speak on the availability of local housing and the cost.

CONCERN—TIME MANAGEMENT

View filmstrips from various kitchen companies to help understand time management.

CONCERN—COMMUNICATION

Arrange seating in the home economics room for best classroom communication.
Plan and carry out room arrangements in the home which will add to good family communication.
Demonstrate the use of an appliance or piece of equipment to other members of the chapter. Communicate clearly various uses, safety features, cleaning techniques and other information about the item. Quiz viewers to see if the demonstrator communicated what had been planned.

SECTION C—COMMUNITY CONCERNS

CONCERN—PRIDE IN YOUR CHAPTER

Have meetings at different community buildings. Evaluate facilities according to chapter needs.

CONCERN—PRIDE IN YOUR SCHOOL

Describe conditions in the school library or study hall which are not conducive to study. Decide how to change these conditions.
Use principles of design to construct accessories for the home economics room to give it a home-like atmosphere.

CONCERN—PRIDE IN YOUR COMMUNITY

Refinish furniture for the school or a community building.

CONCERN—PRIDE IN OHIO

Invite a state housing inspector to speak on Ohio housing regulations.
Visit the state capitol and take pictures of its architecture.

CONCERN—PRIDE IN AMERICA

Study the architecture of historic buildings or villages such as German Village in Columbus or Roscoe Village near Coshocton.
Take a field trip to an appliance factory to see the results of our technology.

CONCERN—WORLD PRIDE THROUGH INTERNATIONAL RELATIONS

Compare standards of living throughout the world.
Invite a speaker to talk about types of housing in different areas of the world.

CONCERN—ECOLOGY

Discuss the attitudes people have toward run-down homes and eye-sore areas of the community.

CONCERN—ECONOMY

Compare costs of different types of housing. Visit some of these if possible.

CONCERN—POLITICS AND LEGISLATION

Study local zoning laws.
Invite a speaker on building laws and codes. Discuss reasons for these regulations.
Invite a speaker from an equipment company to explain how legislation effects his business.

CONCERN—PUBLIC RELATIONS

Visit a realtor's office and find out how he advertises.
Invite different companies to display and demonstrate their equipment in the school.

SECTION D—JOB/CAREER

CONCERN—CAREER CHOICE

Invite a representative from an interior design school to talk to the chapter.
Visit an Electric, Gas, or appliance dealer to see the home economists in business.
Invite a speaker who is employed in a housing related occupation to talk on their careers.

CONCERN—EDUCATION

Evaluate the condition and type of housing offered by several post-high school institutions. Analyze and discuss if they meet student needs.
Invite a panel of college students to tell about the housing at the schools they attend.
Debate staying at home and attending a school close to home or moving away from home to attend school.

CONCERN—SCHOOLS

Evaluate the use of classroom storage space and arrangement of desks in school rooms. Make a list of suggestions for improvements and carry them out.
Construct various types of accessories for the home economics rooms to help make them more home-like such as wall hangings, planters, paintings, art objects, flower arrangements.

APPENDIX—MANAGEMENT AND CONSUMER EDUCATION

A. GAMES
  1. The Money Game
  2. Goals, Values and Resources Game
  3. Game of Decision Making
  4. Self-Organization
  5. Economatics
  6. The Market Game
  7. Time's Running Out
  8. Economic Crossword Puzzle
  9. Forced Choice Values Test

B. CASE STUDIES
  1. Unfinished Case Study—What Should Janet Do?
  2. Values
  3. The Fire Alarm Burn
  4. Food For Thought
  5. Taken for a Ride
  6. Rod's Problem
  7. Should Sally Smoke?
  8. Influence of Standard of Living on the Decisions of Consumers

C. STUDY SHEETS
  1. Which of the Following Statements Are Facts and Which Are Values?
  2. Unfinished Sentences-Values
  3. Roles
  4. Who Am I? Job Inventory
  5. Helping Students Explore Individual Job Possibilities
  6. Self and Group Organizational Patterns
  7. Resent-Demand-Tolerate
  8. Consumer Decision Making Process
  9. What Do You Value?
  10. Projective LST

D. BULLETIN BOARDS
  1. Values-Development and Influences
  2. The Influence of Other Factors (to follow No. 1)
  3. Can You Choose a Life Style?
  4. BeeWise-Economize
  5. Are You Bugged for a Lack of Time?
  6. Get on the Ball with . . . .
  7. Home Management
  8. Steps to Decision Making
  9. The Management Process is Continuous
  10. Making Your Money Work for You Means . . . .
  11. Economic Man

GAME NUMBER 1

THE MONEY GAME*

Supplies Needed:
Slips of paper containing row letters terms and definitions (see list of terms and definitions on next page)
Container for slips
Master card for each game
Playing cards (one for each player)
Dried beans

Persons Needed
Caller
Assistant to check master card
Players (any number)

Directions For Playing

1. The Money Game is played like Bingo.
2. The object of the Money Game is to spell **money** vertically, horizontally or diagonally.
3. Each **player** receives a playing card. (Six sample playing cards are shown.)
4. Dried beans may be used to indicate terms on the card which have been used.
5. The center square on each card, labeled 'MONEY" is a "free" space.
6. The **caller** will draw a slip from the container, read the row letter, then the definition of the term.
7. The **assistant** takes the slip from the caller and checks each term as it is used on the master card.
8. If a **player** thinks his playing card has the term which goes with the definition called, he places a bean on the square containing that term.
9. When a **player** has filled a complete row (vertically, horizontally or diagonally) he calls "MONEY".
10. The **caller** stops the game and checks the player's card with the master card.
11. If the player's card checks with the master card, he becomes caller and a new game is begun. If the player's card fails to check with the master card, the game continues until another player calls "MONEY".

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* Developed by Anne C. Cleveland, Homemaking Teacher, Glens Falls Junior High School, Glens Falls, New York. Printed by Home Economics Instructional Materials Center, Lubbock, Texas.

THE MONEY GAME

List of Terms and Definitions

ROW M

Answer:	**Caller Reads:**
Advertising	Use of media to promote sales
Media	Modern means of mass communication
Health	State of well-being
Profit	Gain or benefit
Loss	Lack of profit—no gain
Shelter	Home or housing
Transportation	Means of locomotion—carfare—auto—bus
Mortgage	Pledge of property to gain credit
Value	Worth of idea or property
Travel	Trip or journey away from home
Liabilities	Expenses and debts of a person

ROW O

Answer:	**Caller Reads:**
Disability	Illness or accident making one unable to work
Unemployment	Out of work
Consumer	One who buys or uses goods and services
Seller	One who offers goods for sale
Credit	Confidence in a person and/or ability to pay one's debts
Net pay	Amount of actual cash a worker receives after deductions
Insurance	Contract to pay a person in case of loss by fire, etc.
Deductions	Amount of money withheld from paycheck for taxes, etc.
F.I.C.A.	Federal Insurance Contribution Act
Income	Amount of money earned
Resources	All assets of an individual
Savings and Loan Association	A bank that saves and lends money, usually for purchasing of property

ROW N

Answer	**Caller Reads:**
Buyer	One who purchases an item
Goals	An end that one tries to reach
Recreation	Play, amusement, entertainment
Luxuries	Anything contributing to enjoyment but not a necessity
Contributions	Money given to a fund for special person or purpose
Community	Group of people living in same place
Taxes	Compulsory payments to government on income and property
Federal	United States Government
State	The state in which you live
Local	The city or county in which you live
Assets	All of the property and income owned by a person

ROW E

Answer:	**Caller Reads:**
Savings	Amount set aside and not spent—amount in bank account
Corporation	A group of people organized to run a business
Stock	Shares bought in a company
Annuity	Investment that pays fixed yearly payment
Operating Expenses	Cost of running a home or business
Charity	Giving help to those in need
Retail	Sale of goods directly to consumer in small amounts
Wholesale	Sale of goods in large quantity to retailer
Interest	Money paid for use of another's money
Installment	Amount of money due regularly on a time purchase or loan
Loan	Money borrowed
Savings bank	An institution primarily for saving of money

ROW Y

Answer:	**Caller Reads:**
Fraud	Dishonest or deceitful means of doing business
Allowance	Amount of money given regularly to a person for needs
Budget	A plan for managing money
Rent	Set amount due regularly for use of property
Fixed expenses	Amount of money needed for regular expenses
Emergency fund	Amount set aside for unexpected expenses
Wages	Amount paid for labor
Down payment	First payment on an article bought on credit
Service charge	Amount of money paid for credit on time purchase
Pension	Amount paid to retired worker if a person has contributed or his company has contributed to an income retirement fund
Social Security	Federal Old Age Insurance Plan
Investment	Purchase of property, stocks or bonds in the hope of increasing value of money.

THE MONEY GAME

Master Card

M	O	N	E	Y
Advertising	Disability	Buyer	Savings	Fraud
Media	Unemployment	Goals	Corporation	Allowance
Health	Consumer	Recreation	Stock	Budget
Profit	Seller	Luxuries	Annuity	Rent
Loss	Credit	Necessities	Operating Expenses	Fixed Expenses
Shelter	Net Pay	Contributions	Charity	Emergency Fund
Transportation	Insurance	Community	Retail	Wages
Mortgage	Deductions	Taxes	Wholesale	Down Payment
Value	F.I.C.A.	Federal	Interest	Service Charge
Travel	Income	State	Installment	Pension
Liabilities	Resources	Local	Loan	Social Security
	Savings and Loan Association	Assets	Savings Bank	Investment

THE MONEY GAME

Sample Playing Cards

M	O	N	E	Y
Travel	Consumer	Community	Operating Expenses	Fixed Expenses
Liabilities	Income	Local	Stock	Investment
Loss	Seller	MONEY	Annuity	Rent
Media	Buyer	Federal	Savings	Budget
Shelter	Disability	State	Charity	Allowance

M	O	N	E	Y
Liabilities	Resources	Federal	Loan	Social Security
Loss	Savings and Loan Association	State	Savings Bank	Investment
Travel	F.I.C.A.	MONEY	Savings	Wages
Advertising	Deductions	Local	Charity	Allowance
Media	Consumer	Assets	Retail	Budget

THE MONEY GAME

Sample Playing Cards

M	O	N	E	Y
Advertising	Disability	Buyer	Savings	Fraud
Media	Unemployment	Goals	Corporation	Allowance
Health	Consumer	MONEY	Stock	Budget
Profit	Seller	Recreation	Annuity	Rent
Loss	Credit	Luxuries	Operating Expenses	Fixed Expenses

M	O	N	E	Y
Value	Credit	Assets	Retail	Budget
Travel	F.I.C.A.	Recreation	Savings Bank	Service Charge
Profit	Net Pay	MONEY	Operating Expenses	Allowance
Mortgage	Consumer	Taxes	Corporation	Down Payment
Health	Income	Buyer	Loan	Fraud

THE MONEY GAME

Sample Playing Cards

M	O	N	E	Y
Profit	Insurance	Luxuries	Installment	Pension
Health	Deductions	Necessities	Savings	Fraud
Shelter	Resources	MONEY	Charity	Wages
Transportation	Income	Contributions	Wholesale	Emergency Fund
Advertising	Unemployment	Goals	Interest	Social Security

M	O	N	E	Y
Shelter	Net Pay	Necessities	Charity	Emergency Fund
Transportation	Insurance	Contributions	Retail	Wages
Mortgage	Deductions	MONEY	Wholesale	Down Payment
Value	F.I.C.A.	Community	Interest	Service Charge
Travel	Income	Taxes	Installment	Pension

STUDY SHEET NO. 1

WHICH OF THE FOLLOWING STATEMENTS ARE FACT AND WHICH ARE VALUES?

Directions: Place F before each statement which is a fact and V before each one which is a value of a home economist.

1. Open shelves are attractive and practical for books that are frequently used.
2. A game table, with two chairs, often is used as a permanent and useful part of a family living room.
3. A well-designed drop leaf table will always look nice and its flexibility—as a space-saver that can be easily transferred into a comfortable dining table—is hard to beat.
4. Upholstered pieces include chairs, sofas and other furniture covered with fabrics, leather, or other decorative material.
5. The height of a table may vary from 15 inches (or even less) to 28 or 30 inches.
6. Plastic furniture is suitable when function is the primary concern, but plastic will never take the place of a surface of fine wood that has been finished by hand rubbing.
7. Any piece of furniture of good and appropriate design that is well made, with a good finish, should be considered for the home.
8. Add to your supply of linens annually during the white sales.
9. If you want a piece of furniture to take a lot of wear and last a long time, buy good quality.
10. It isn't really necessary that all the fireplace accessories match, but they should be compatible.

NOW GO BACK AND STAR THE STATEMENTS WHICH, IN YOUR OPINION, OUGHT TO BE TAUGHT

(Note: All of these statements were taken from home economics textbooks.)

1. V (attractive and practical are values)
2. F (statement of what is)
3. V ("always look nice," and "hard to beat" are value judgments)
4. F (defines upholstered pieces)
5. F (statement is what is)
6. V (preference for hand rubbed furniture is a value)
7. V ("should be considered" is a value statement, and certainly not likely to be true for all situations)
8. V (a teacher may believe this is the best time to buy linens—but this does not mean it is the best time for everyone to buy them. Sometimes the teacher may choose to buy at another time herself.)
9. F (reasoning—if you do this, then the result will be . . .)
10. V (matching and compatibility are values)

GAME NO. 3

GAME OF DECISION MAKING*

Select a word or phrase from the list and write one of these in each of the twenty squares of your Decision-Making Game (see example on following pages). As the teacher gives definitions of the terms, put a dried bean in the square where you have written the term associated with that definition. When a straight line of beans is formed in any direction, call out, "Decision-Making Process." The square which says, "Decision-Making Process" is a free square on all cards.

1. Orderliness
2. Religious faith
3. Standards of living
4. Level of living
5. Short-term goals
6. Long-term goals
7. Security
8. Transportation
9. Education
10. Recreation
11. Retirement
12. Skill
13. Knowledge
14. Interest
15. Attitude
16. Time
17. Resources
18. Family life
19. Beauty
20. Power
21. Truth
22. Purity
23. Goodness
24. Heritage
25. Goals
26. Values
27. Thrift
28. Money
29. Mental health
30. Physical health
31. Equality
32. Freedom
33. Family life cycle
34. Prestige
35. Economy
36. Environment
37. Leisure
38. Aesthetics
39. Beginning family
40. Expanding family
41. Contracting family
42. Old-age family

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* Developed by Mrs. Beverly Fern Alexander, Home Economics Teacher, Big Springs, Texas. Printed by Home Economics Instructional Materials Center, Lubbock, Texas.

GAME OF DECISION MAKING

STUDENT GAME SHEET FORM

		Decision-Making Process	

GAME NO. 4

SELF ORGANIZATION

IN-BASKET TECHNIQUE

Directions to the Teacher:

Using this simulation technique requires that each of the statements (or others appropriate for your situation) be written on a separate piece of paper and placed in a box or basket. The student then draws the statements, one at a time, from the box and must indicate how she would handle each of the situations indicated. This can be done as an individual project or in small groups or as a class with one person responding and others providing alternate responses upon completion.

Directions to the Student:

In the basket are many situations which will arise in the course of a school day. Pick the statements, one at a time, from the basket and indicate how you would deal with each of the situations in a hypothetical day. After you have disposed of them, analyze the organizational patterns revealed in the way you proceeded. Suggest ways you might change your responses after discovering everything. Changes the day brought? Are your plans realistic?

Events:

—Today is your mother's birthday	—You get a runner in your last pair of stockings
—An exam in English is announced for tomorrow	—Style show practice after school
—Mrs. Jones calls and asks you to babysit tonight	—You have promised to bring cookies for a children's party in her class tomorrow
—An FHA meeting is scheduled for the lunch hour	—The blouse you want to wear to school needs ironing
—Your boyfriend wants you to watch the evening movie on TV	—Your best friend calls to talk about breaking up with her boyfriend
—Your mother says your room must be straightened up before you go to bed tonight	—You miss the school bus

GAME NO. 2

GOALS, VALUES AND RESOURCES GAME

CASE STUDY

Directions: Read the case study on this page, then place the pieces of paper in the pocket which you believe indicates the effect of the decision to move on each value.

VALUES MEDIATED BY MOVING

VALUES NOT EFFECTED BY MOVING

VALUES NOT MEDIATED BY MOVING

Situation: Jane's father has been offered a promotion which means he would work in a large city 200 miles away. The job means more money and doing the kind of work he likes to do. Mother points out some advantages of the city—many shops, a college, and technical school, sports, art and music programs, a nicer house and new experiences for everyone. Grandmother worries about leaving her church, her friends who need her, and her garden. Jane doesn't want to leave the band, her friends and school.

Note: A separate sheet with pockets should be made for goals indicating:

Short-term goals attained by moving
Short-term goals not affected by moving
Short-term goals not attained by moving
Long-term goals attained by moving
Long-term goals not affected by moving
Long-term goals not attained by moving

and a separate sheet indicating:

Resources increased by moving
Resources not affected by moving
Resources decreased by moving

GOALS, VALUES AND RESOURCES GAME

Value: Job Satisfaction	Value: Emotional Security
Value: Family Cohesiveness	Value: Love
Value: Economic Security	Value: Prestige
Value: Cultural Advantages	Value: Community Participation
Value: Comfort	Value: Safety
Value: Health	Value: Citizenship
Value: Religion	Value: Money
Value: Stability	Resources: Energy (Work Capacity)
Value: Music	Resources: Time
Value: Individualism	Resources: Skill
Value: Life-time Friends (Friendships)	Resources: Education
Value: Hobbies (Leisure Time Activities)	Resources: Home
Value: Honesty	Resources: Ability
Value: Knowledge	Resources: Community
Value: Education	Resources: Interpersonal Relationship
Value: Status	Resources: Family

GOALS, VALUES AND RESOURCES GAME

Goal: A Better House	Goal: Grandmother's Company
Goal: Work Satisfaction	Goal: Travel
Goal: Cultural Opportunities	Goal: Good Family Relations
Goal: New Experiences	Goal: Talking Things Out
Goal: College Education	Goal: Stability of Roots in One Spot
Goal: To Make New Friends	Goal: Happiness of Everyone
Goal: Better Dining Conditions	Goal: Fulfillment of Each Family Member
Goal: Work on Hobbies	Goal: Dating
Goal: Increased Income	Goal: To Play in Band During Next Football Season
Goal: Participation in School Activity	Goal: Work at Pool This Summer
Goal: Losing Friends	Goal: Have Miss Smith for Algebra
Goal: Grandmother's Garden	Goal: Trying Out for Cheerleader
Goal: Participation in Sports	Goal: To Be Popular and Well Liked
Goal: Can't Butt In	Goal: Election to Student Council
Goal: New Life Style	Goal: Father's Work
Goal: Take Part In Church Functions	Goal: Part-time Work for Mother

GAME NO. 5

"ECONOMATICS"

Have class divide into two groups with a leader for each. Each group will have a starting point value of 50 points.

Small cards of economic terms, one of each card, will be on the table face down.

The player will pick up one card and give definition of word printed on it. If judge accepts definition (according to answer sheet), student is awarded 5 points; if he loses by a wrong definition, or doesn't know the answer at all, his group's total points are deducted by 5 points. Then the opposing team will have the opportunity to answer the question and will be awarded the 5 points if it is correct; plus he will have his turn again at a new word.

This is played until all the cards have been used.

Words used in the (economic content) game are as follows:

economics
economical
economy
economizing
economic activity
scarcity
wants
needs
values
goals
money
services
goods
flows (noun)
consumer
producer
citizen
income
resources
freedom of choice
opportunity cost
budget
interdependent
investing
economic vote
supply and demand
GNP
market

GAME NO. 6

THE MARKET GAME

The market game is something you might want to use in teaching the mechanics of the market mechanism in your classes. A complete description of the game is found in Mr. Nikolai Tor Dahl's "Simulation and Role Playing in the College Classroom", reprinted in Roman F. Warmke and Gerald F. Draayer (eds.) **Selected Readings in Economic Education.** (Athens, Ohio: College of Business Administration of Ohio University, 1969), pp. 156-193. This article indicates how the game was used with classes at the University of Minnesota in the spring of 1966. A summary of the main features of the game—its object, the needed materials, and the procedure might be useful to the end of your employing this tool.

Object of the Game

The object of the game is to introduce students to the mechanics of the market mechanism in a more inviting way than through lectures or readings. Specifically it illustrates that in a perfectly competitive market the forces of supply and demand push the price of wheat to a point of equilibrium, that point or price where the quantity demanded by buyers is equal to the quantity which sellers are willing and able to supply.

Materials needed in the Game

The following materials are needed to implement the game:

1. Instructions: The instructions which appear on a later page should be duplicated, in sufficient quantity, so that each participant in the game will have a copy.
2. Record Form: The Record Form which appears on a later page is needed to keep a permanent record of the transactions made.
3. Buyer Identification Tags: Lapel tags labeled "Buyer" need to be made for all buyers in the game; the game summarized here will accommodate up to thirty-six buyers.
4. Containers for Buy Orders and Sell Orders: Two containers (paper bags) one labeled "Buy Orders" and the other labeled "Sell Orders" are needed.
5. Buy Orders: These orders can be conveniently placed on 3 x 5 file cards. On one side of all the cards write "Buy Order", the order is placed on the opposite side of all the cards according to the following schedule:
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $1.20 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $1.40 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $1.60 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $1.80 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $2.00 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $2.20 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $2.40 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $2.60 per bushel."
    4 cards—"Buy 1,000 bushels of wheat for **not more than** $2.80 per bushel."

Total Number of "Buy Orders" = 36

6. Sell Orders: These orders can be conveniently placed on 3 x 5 file cards. On one side of all the cards write "Sell Orders", the order is placed on the opposite side of the card according to the following schedules:

    4 cards—"Sell 1,000 bushels of wheat for **not less than** $1.20 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $1.40 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $1.60 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $1.80 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $2.00 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $2.20 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $2.40 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $2.60 per bushel."
    4 cards—"Sell 1,000 bushels of wheat for **not less than** $2.80 per bushel."

Total Number of "Sell Orders" = 36

Procedure in Playing the Game

Before the game is started three tasks need to be accomplished. First, the teacher needs to determine how many trading sessions to conduct and the length of each trading session. If one is willing to allocate two class periods to playing the game it seems reasonable that four, fifteen-minute trading sessions can be executed. The number and length of the trading sessions, of course, can be altered to suit different circumstances. Secondly, the class of students need to be assigned the various roles in the game. One student is needed to record the transactions on the chalkboard; the remaining students are put into the two groups, buyers and sellers. The teacher is free to oversee the operation of the game, and answer students' questions. Once the student roles are assigned the "Instructions" can be given to the students to read. The game can now be played.

The central point of the game is to see what happens to the average price per bushel of wheat determined in each session in relation to the equilibrium prices ($2.00). The average price is calculated by summing all the transaction prices for one trading session and dividing the sum by the number of transactions. If the average price is above the equilibrium price the sellers are making an unusually large profit at the expense of the buyer; if on the other hand, the average price is below the equilibrium then the buyers are profiting at the expense of the sellers. While the students should not during the game be told what the equilibrium price is, they should be informed of the average price for each session. That average should over the trading sessions tend toward, if not arrive at, the point of equilibrium where at $2.00 per bushel 20,000 bushels are demanded and supplied.

Instructions

You are about to participate in the operation of a commodity market. You will be given an order to buy or sell 1,000 bushels of wheat under certain conditions. In general, you should not reveal your instructions to any of the other dealers, unless you have particular reason for doing so. You should consider yourself to be an agent, acting in behalf of a client who has given you specific instructions. You have an obligation to do as well as you can for your client, and you are not permitted to violate instructions.

When the market opens, at the signal of the instructor, you may proceed to carry out your order. Buyers will be identified by a lapel tag. A transaction is completed when a single buyer and a single seller agree on the terms of the sale. As soon as you complete a transaction, report to the instructor, so that he may record and report your transaction. As soon as your transaction is reported, you should turn in your buy or sell order and receive a new one of the same kind. You may proceed immediately to complete a new transaction in accordance with your new order. If you are unable to complete a transaction within five minutes, you may obtain a new order from your instructor.

When the market is closed, the instructor will determine and report whether the buyers or sellers have represented their clients more successfully.

Prices must be rounded off to the nearest 10¢.

THE MARKET GAME

RECORD FORM

Trading Session (circle one) 1 2 3 4

Transaction Number	**Price**
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
TOTAL	
AVERAGE	

GAME NO. 7

TIME'S RUNNING OUT

You've been designated to perform a top secret mission for the government. You'll be well paid—somewhere in the neighborhood of a million dollars.

The odds are, however, that you won't live beyond the time needed to complete the mission. (In case of death, the money you've earned will go to whomever you have designated.)

You have just three days—72 hours—before having to report for duty.

1. On a separate worksheet at the top, list twelve things you **must** do before you leave. (Obligations you feel you must meet.)

2. In a second grouping below, list twelve things you'd **like** to do before leaving.

3. Decide which of the twenty-four listings you'd choose to do first. Indicate your choice by placing the figure "1" to the right of the first column. Write your estimate of time needed to perform this activity in a third column labeled "Time Allotment."

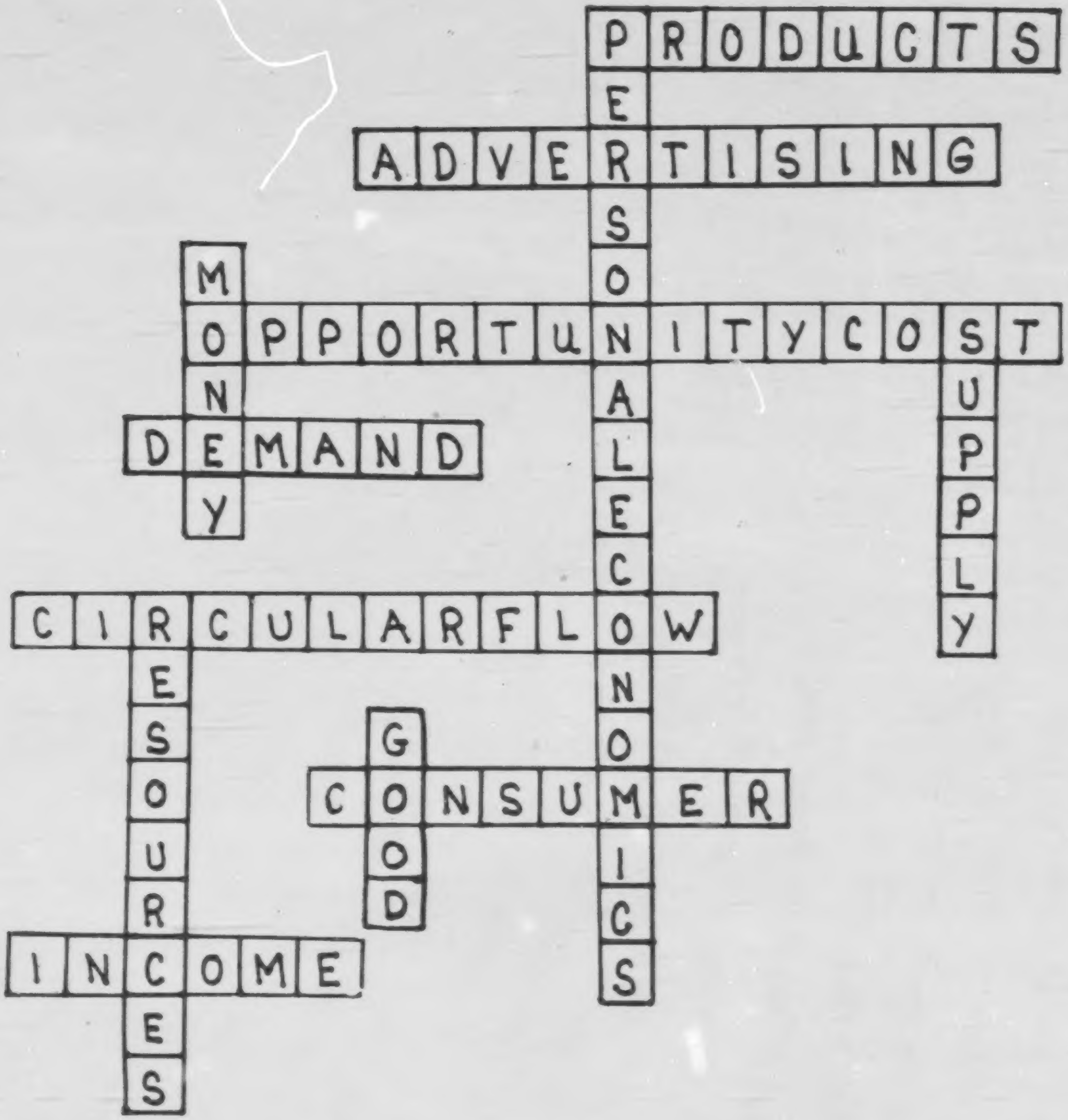
4. Proceed down the second column, ranking each of the remaining twenty-three items in their order of importance. Remember, you have just 72 hours to accomplish all of these things, and some of that time will be consumed in eating and sleeping. Be realistic about the time each item will take.

   It is not necessary to allot the time (in the third column) for all of the remaining twenty-three items, but re-examine those which have the greatest priority **for you** and indicate a time allotment for them. Because of a shortage of time to accomplish all these things, you may find yourself juggling the order you began with. If so, just cross out the original order you indicated and insert your revised order in the "Order" column.

5. Be prepared to discuss the priorities you've established with your classmates.

GAME NO. 8

ECONOMIC CROSSWORD PUZZLE



ACROSS:

1. the one who makes things
2. making public aware of products
4. the choice of buying one thing over another
5. what the consumer wants
7. the movement in the market system
9. the one who buys
10. the heart of the matter
11. the profit from goods and services

DOWN:

1. economics for the individual
3. the medium of exchange
6. what the producer has
8. something to sell
12. the materials to work with

GAME NO. 9

FORCED CHOICE VALUES TEST
INFLUENCE OF VALUES ON SPENDING PRACTICES

(from Home Economics Learning Package, developed for AHEA by Dr. Ray, Dr. Shear
and Miss Olmstead at Penn State)
(adapted from a test developed by Mrs. Doris Dyer, Michigan State)

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items.

1 to be reasonably sure about the future for myself and my family
12 to do things well

3 to have people think well of me
5 to have as much freedom as possible to do things I want to do

11 to have as many good things as possible
12 to do things well

6 to do new and different things often
11 to have as many good things as possible

7 to have friends
10 to have things neat, orderly, and organized

6 to do new and different things often
8 to create an atmosphere that makes for satisfying family living

3 to have people think well of me
5 to do what is right according to my beliefs

8 to create an atmosphere that makes for satisfying home living
10 to have things neat, orderly, and organized

4 to do things for my family and others
11 to have as many good things as possible

10 to have things neat, orderly, and organized
12 to do things well

2 to have influence with people
11 to have as many good things as possible

4 to do things for my family and others
12 to have friends

5 to have as much freedom as possible to do things I want to do
8 to create an atmosphere that makes for satisfying family living

FORCED CHOICE VALUES TEST—(continued)

2 to have influence with people
3 to have people think well of me

7 to have friends
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
12 to do things well

3 to have people think well of me
11 to have as many good things as possible

6 to do new and different things often
12 to do things well

9 to do what is right according to my beliefs
12 to do things well

1 to be reasonably sure about the future for myself and my family
10 to have things neat, orderly, and organized

3 to have people think well of me
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
6 to do new and different things often

6 to do new and different things often
10 to have things neat, orderly, and organized

1 to be reasonably sure about the future for myself and my family
5 to have as much freedom as possible to do things I want to do

3 to have people think well of me
6 to do new and different things often

5 to have as much freedom as possible to do things I want to do
7 to have friends

10 to have things neat, orderly, and organized
11 to have as many good things as possible

2 to have influence with people
4 to do things for my family and others

8 to create an atmosphere that makes for satisfying family living
9 to do what is right according to my beliefs

8 to create an atmosphere that makes for satisfying family living
12 to do things well

FORCED CHOICE VALUES TEST—(continued)

4 to do things for my family and others
5 to have as much freedom as possible to do things I want to do

9 to do what is right according to my beliefs
11 to have as many good things as possible

1 to be reasonably sure about the future for myself and my family
2 to have influence with people

9 to do what is right according to my beliefs
10 to have things neat, orderly, and organized

6 to do new and different things often
7 to have friends

4 to do things for my family and others
6 to do new and different things often

2 to have influence with people
5 to have as much freedom as possible to do things I want to do

4 to do things for my family and others
8 to create an atmosphere that makes for satisfying family living

2 to have influence with people
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
10 to have things neat, orderly, and organized

7 to have friends
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
11 to have as many good things as possible

3 to have people think well of me
10 to have things neat, orderly, and organized

2 to have influence with people
8 to create an atmosphere that makes for satisfying family living

3 to have people think well of me
4 to do things for my family and others

2 to have influence with people
6 to do new and different things often

2 to have influence with people
10 to have things neat, orderly, and organized

FORCED CHOICE VALUES TEST—(continued)

6 to do new and different things often
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
6 to do new and different things often

3 to have people think well of me
7 to have friends

7 to have friends
11 to have as many good things as possible

2 to have influence with people
7 to have friends

4 to do things for my family and others
9 to do what is right according to my beliefs

5 to have as much freedom as possible to do things I want to do
11 to have as many good things as possible

1 to be reasonably sure about the future for my family and for myself
7 to have friends

1 to be reasonably sure about the future for myself and my family
4 to do things for my family and others

3 to have people think wel of me
12 to do things well

1 to be reasonably sure about the future for myself and my family
3 to have people think well of me

5 to have as much freedom as possible to do things I want to do
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
9 to do what is right according to my beliefs

7 to have friends
12 to do things well

DIRECTIONS FOR SCORING VALUES TEST

1. Count the number of times you circled #1 on the values test and insert the number counted on the blank to the left of the statement (#1) below. Do this for each of the tiems through #12.

2. Rank the numbers in the column to the right by assigning number 1 to the tiem you circled most; number 2 to the item circled the second highest number of times, etc. In case of a tie, give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3, assign 2 number threes, which take up the 3 and 4 spot, making 5 the next rank.

3. When you have completed ranking, you may look at the key column to the left of the ranking and determine your highest value to lowest value. Example: If #10 is ranked 1, that makes your highest value orderliness.

No. of times circled	Key	Rank
______ SECURITY	1. to be reasonably sure about the future for myself and my family	______
______ INFLUENCE	2. to have influence with people	______
______ RECOGNITION	3. to have people think well of me	______
______ HELPFULNESS	4. to do things for my family and others	______
______ FREEDOM	5. to have as much freedom as possible to do things I want to do	______
______ NEW EXPERIENCE	6. to do new things and different things often	______
______ FRIENDLINESS	7. to have friends	______
______ FAMILY LIFE	8. to arrange an atmosphere that makes for a satisfying family life	______
______ RELIGION	9. to do what is right according to my beliefs	______
______ ORDERLINESS	10. to have things neat, orderly, and organized	______
______ WEALTH	11. to have as many good things as possible	______
______ WORKMANSHIP	12. to do things well	______

CASE STUDY NO. 1

UNFINISHED CASE STUDY

WHAT SHOULD JANET DO?

Janet, fifteen, a fair student at Lothian Hi, stood with her best friend, Elaine, gazing spellbound at the wedding dresses in Morgan's display window. Suddenly, a vision popped into Janet's head, complete with wedding music for sound effects. If Elaine could get married, why couldn't she do it too, only with all the trimmings. Under the circumstances Elaine couldn't do much but elope, but after all, Janet's parents approved of Jim and she was pretty good at getting her own way.

Wouldn't the kids at school buzz when she told them she planned to get married? Of course, Jim's parents might be hard to handle because they wanted him to go to college. Actually, if it meant that much to them, they could support him anyway. But even then, Jim's dad would give him a job if he didn't go to college.

Elaine had walked ahead as if she couldn't stand to be reminded of weddings and Janet was overcome with pity for her. Still, it was kind of exciting to be in on something like this, sort of like sitting on a volcano that was about to erupt. Janet felt pleased that she would be the first to know about the elopement. Janet hoped to herself that Bill didn't blame Elaine for the situation because that might cause trouble from the very start of the marriage. As Janet walked on beside Elaine, she decided that it was Elaine's parents who had caused all the trouble because they continued to treat her like a little baby—overprotected and dependent. Yes, the whole thing could be blamed on Elaine's parents, Janet decided. Janet wondered to herself what Elaine would do with a baby when she really didn't know anything about them. Only time would tell now.

Write an ending for this case study telling what you think will happen to Janet.

CASE STUDY NO. 2

VALUES

Since values are ideas or opinions which direct one's behavior, consider the following situation and then see if you can discover the ways the characters act and why they act as they do.

The evening meal is just beginning and beginning with a problem from the sound of this one-sided conversation. Ginny (sixteen and very dramatic) is telling, with a very injured air, about the day's trials.

"To begin with, Scott (six years old, and her all-boy brother) was in my room this morning while I was eating breakfast because he took some of the phasant feathers which Don gave me after he shot his first pheasant. But that wasn't enough; he also took my best hair band. I wonder what a demon like Scott would do with a girl's hair band?" (with sarcasm)

A look at Scott shows him smiling blandly as he bites off a quarter of a piece of heavily buttered bread. Ginny turns back quickly to her mother and father, revolted by the sight and hurries on with her sad tale. "To make matters worse, on the way to school this morning one of the neighbor women stopped me and asked if we knew that Scott was one of those boys hanging out in that gang house behind Janis's garage. I was so embarrassed, I just mumbled 'yes' and ran."

Ginny casts a sideways glance at Scott and notices a veiled look with lowered eyelids but can't help saying sarcastically, "Why can't Scott bring his friends to the house, we could fix up a pig-pen or something like that for them to use?"

By this time Ginny is gaining momentum and she doesn't want to wait for an answer to her question—"after school, as I was walking home with Marty, that new girl who has been telling us all about how the kids in New York City dance and act, who should come barging through the middle of our group on the sidewalk but two filthy, bedraggled urchins, each with a sticky apple in one hand and gobs of cookies in the other hand, and yelling like Indians. Yes, at the horrible moment I realized why my feathers and hair band had disappeared."

Ginny's mother and father are having a hard time keeping their faces composed because Ginny's dramatic talents are quite effective but Scott is making more and more like he wants to become invisible. Ginny continues, "I ignored the two Indians, but my chances are probably spoiled as far as Marty's friendship is concerned. But that really isn't the worst part; by tomorrow Scott will be doing something like stealing real money or setting the neighborhood on fire from the gang house."

There is a moment of dead silence until Ginny's father catches his breath—"Let's postpone this conversation until later when we can be more effective."

But Ginny still feels the need to have the last word—"Well, for heaven's sake, make him sit up and eat like someone who isn't half starved." Ginny doesn't succeed in getting the last word, because with that Mother ends the conversation—"Ginny, that's enough for now!"

CASE STUDY NO. 3

THE FIRE ALARM BURN

Mary Jones received a card in the mail from her friend, Sally Clark. The card was printed, except for Sally's signature. It said that Sally had seen an exciting fire prevention program and would like Mary to have the same opportunity. If Mary would look at the program, the company would give her $5. A short time later, Mary received a phone call and was asked whether she had received the card from Sally. She was told that a company representative would deliver the promised $5 check that evening at six o'clock. He would also give the family a few pointers on fire safety.

At six o'clock that evening Mary and her husband, Joe, allowed the salesman to come into their home. The salesman first talked about necessary fire safety precautions for every home and how it is impossible to make any home fireproof. While he talked, he showed illustration after illustration of charred bodies and other frightening and gory pictures. He even showed a movie of fires occurring in the home. Joe and Mary were thoroughly frightened.

He then disclosed that he was selling fire alarms that would give the family enough warning to escape. He explained that if Mary and Joe were to put a sprinkler system in their home, it would cost $20,000. If they built a permanent electrical warning system, it would cost $5,000. The portable, self-contained fire alarms that he was selling cost only $400.

In addition, he had a special offer for them. Mary and Joe might be able to get the fire alarms for no money, and might even make money, if they would give the salesman the names of friends who might also be interested in making $5 for watching a demonstration. If their friends would allow a demonstration in their homes he would pay Mary and Joe $10. Thus, if 40 of Mary and Joe's friends consented to demonstrations, Mary and Joe would make $400 and receive their fire alarm without cost. If more than 40 of their friends allowed demonstrations, they could even make money.

In the meantime, the salesman continued, he wanted more information. If Mary and Joe would please give him some credit information for his application form, and sign at the bottom, guaranteeing that payments of $20 a month would be made, they would have this matter settled. Then the salesman handed them a second sheet. At the top was the word "Receipt." The salesman said, "My boss wants to know that I am working, so I ask that you sign this receipt form showing that I have been here tonight and have demonstrated the fire equipment." The form, besides saying 'read carefully,' also stated that no representations were made to Mary and Joe that the fire alarms were 'free'.

Mary and Joe did not read the contract or the receipt, partly because they were excited about getting the fire alarm for no money, and partly because the salesman, not in words but in manner, indicated that if they read the contract, they were suspicious of him and it was not important anyway. The salesman immediately put up the fire alarms and admonished Mary and Joe to get right to work finding names for the company to use.

The next day Mary and Joe turned in 30 names to the compnay. They waited and waited but the compnay sent them no checks totaling $300. They called up their friends to find out what had happened. Suddenly, it dawned on them that most of their friends had already been contacted by the salesman, had not been interested in having the demonstration, or, strangely, had not qualified as persons for whom demonstrations could be given.

Mary and Joe finally read their receipt form. It stated that in order to qualify for a demonstration, a person must be between 21 and 65 years of age, live within the territory covered by the salesman, and have a credit rating satisfactory to the salesman. The receipt form further stated that if the salesman made a good effort, the fact that he was unable to get around to see everyone could not be held against him. In any event, the payments of $20 a month for 24 months were guaranteed, whether or not a demonstration had been given. To top things off, Mary and Joe discovered that a similar fire alarm, stocked by a local department store, sold for $150.

In disguist, Mary called the salesman and, claiming that he had misrepresented the program, asked him to come and take back the fire alarm. The salesman's answer was, "I'm sorry, it's too late, I've already sold your contract to a finance company." Mary called the finance company and said she did not intend to make any more payments and would return the fire alarm because the salesman had not explained the program correctly to her. She was told, "We are not responsible for the representations that the fire alarm company made to you. If you do not pay, we will have to take you to court."

QUESTIONS

Reviewing what happened:

—What techniques were used to gain entrance to the Jones' home?
—Was the salesman looking for fire-hazards or uninformed buyers?
—What techniques did the salesman use to convince the Jones' that they needed the fire prevention system?
—What techniques did the salesman use to imply that his product was a good buy and needed?
—Why did the Jones' sign the contract and receipt without reading them?
—Were there any intentional misrepresentations by the salesman? If so, what were they?
—How many names did Mary and Joe give the company? How much money rebate did they anticipate?
—What was the cash price of the fire alarm system? What was the total cost? What was the annual percentage rate charged?
—Did the finance company accept responsibility for the Jones' dissatisfaction?

Discussing the implications:

—Why were the salesman's techniques and explanations so effective?
—How is it possible to investigate companies that send salesmen to you home?
—Are there many people who become involved in this type of door-to-door sales contract? Why?
—Were Mary and Joe victimized by their ignorance or by the deceptions of the salesman?
—What techniques indicated a fraudulent or deceptive transaction?
—Is ignorance on the part of the buyer ever a reasonable excuse for signing a contract?
—How much should you rely on personal friends' advice when entering into a business agreement?
—Were any provisions of the Oregon Consumer Protection Act of 1971 violated? If so, which?
—What recourse would Mary and Joe have in this instance?
—Is the finance company actually responsible for this transaction? If so, to what degree and under which provision of law?
—What legal implications would refusal to pay have had for the Jones"? Is refusing to pay ever a wise technique to use in cases involving dissatisfaction? Why?
—Were there any violations of the Truth-in-Lending Act? If so, what were they?

CASE STUDY NO. 4

FOOD FOR THOUGHT

Mrs. Alice Brown, with her husband and three children, came to the Consumer Credit Counseling Service about a year ago. She seemed sincere in her statement that she had really been trying to make her money stretch, and at first it appeared she was doing a good job. Then we started to talk about the grocery items in her budget.

When I asked her how much she spent for groceries, she replied that it was around $250 a month. I felt this was impossible for a family of four until she produced the receipts from the neighborhood gorcer totaling $253 for the previous month.

As I talked with her further, I found they were running to the store to buy each meal and were purchasing primarily precooked and pre-packaged items. I asked her why she didn't prepare food herself and she informed me that she didn't know how. Neither her mother nor her home economics teacher had reached her. She knew nothing about menu planning or cooking. Her parents had always lived on prepared foods. I asked her if her folks had credit problems, and she said that she would never recall a time when bill collectors were not calling on the phone or knocking on the door.

We helped her plan a menu for each meal for one week. We asked her to go to the same store and purchase only those items necessary for these meals and not to enter the store again for an entire week.

At the end of the week she called and said she had lived on one-half of her previous expenditure. I told her that I thought she could do better than that and suggested she secure assistance on menu planning and recipes. At the end of the second week she had cut food costs by two-thirds. After one year she was averaging $100 a month for groceries.

As a sequel to this story, the counseling service assisted two or her sisters and her parents. Her mother indicated that after her daughter received counseling she put her parents on a budget and taught her mother to plan menus and to cook and shop for food.

As a result of orderly liquidation of indebtedness under the guidance of the counseling service, the parents have, for the first time in their lives, gone for six months without being called or harrassed by collectors.

QUESTIONS

Reviewing what happened:

—What agency was used by the Brown family to help resolve its debtor problems?
—What factors contributed to Mrs. Brown's problems with managing the budget?
—In what ways did the counseling service help the family's financial plight?
—What shopping techniques and type of purchases contributed to the family's problems with the food budget?

Discussing the implications:

—What factors contributed to the high expenditure for food for the Brown's? Are there implications for other family expenditures?
—What forces prevent a family from preparing and adhering to a budget?
—What other skills in managing a home may affect the monetary expenditures of the family?
—In what way may lack of education contribute to the economic problems of a family or individual?
—What are some of the sources of help for housewives needing further education in home management skills?
—Is the Consumer Credit Counseling Service primarily organized to assist families with food budget problems? If not, what other services does it provide?
—Is the counseling service used by the Brown's a nonprofit or a commercial organization?
—Who sponsors and supports the Consumer Credit Counseling Agency? Why? What implications might this have on debtor problems?

CASE STUDY NO. 5

TAKEN FOR A RIDE

Tom Brewster, a recent high school graduate, found a job hauling a rig for the local factory in Ridgeview. He loved cars and had his eye on a new Crusader. Tom had a car that was old, but got him around. He knew his car was worth between $200 and $500 and new Crusaders were priced at about $2,500.

Tom had bought his old car from his mother's brother and had never shopped for a car through a dealer. He had heard from friends that "you have to con the dealers before they con you." Tom didn't know how much it would cost to borrow money. He did know that he wanted that Crusader, but wasn't likely to get it on his $500 salary.

One day we walked into the car dealership to look around. A young looking salesman approached him and asked if he would like to take the Crusader for a drive. Tom jumped at the chance for an around-the-block run. It was the most exciting moment of his life. Even his father didn't have such a fine car.

When the salesman said, "Wouldn't you like to drive it off the lot tonight?", Tom did not want to create the impression that he had wasted the salesman's time, so he said that if he could get $1,000 for his old car and pay $2,000 for the Crusader, he could work out payments for the $1,000 difference. The salesman, knowing that the old car couldn't be sold at that price said, "Fine, we'll visit the boss, and see what he says."

Tom was led to a little office in the back of the showroom. "Now, Tom," said the salesman, "If you are going to trade in your old car, you'd better give the keys to me so that I can have our used car manager drive it around the block and see what kind of shape it's in." Tom gave the keys to the salesman and soon learned that he would not see his keys again until all the papers were signed. Then the salesman said, "In order to make this deal, you will have to put down a small deposit." Tom was a little hesitant, but the salesman reassured him. "Now, no matter what price you pay, it will cost $12 for license and title transfer, so if you will give me a check for that amount, that's all we need. But, Tom, we'd better put this all down in writing so we'll know what the terms are. Just sign here."

Tom signed a sheet of paper which stated that he agreed to pay $2,000 for the Crusader and to accept a $1,000 trade-in for his car. No mention was made of monthly payments. Tom feared he was in the deal too deep to pull out. The salesman left the room with Tom's keys and the signed papers, returning promptly with Mr. Jones, who introduced himself as the assistant manager.

"Now, Tom, you don't really believe that we can afford to give away this Crusader, do you," he asked. At this moment, Tom should have realized that he couldn't make the deal that he had suggested, but after driving the car around the block he was hooked. "Tom," the manager continued, "you've got a nice car there, but it's not worth $1,000. We sold one the other day for $200. We'd like to give you more, but we're giving you such a good deal on the price of the Crusader, that we can't afford to give you anything but a fair price for your car."

The manager took out a new piece of paper and wrote, "$200 trade-in." He then asked Tom how he intended to pay for the car. This was the first time that Tom had ever given this matter any real thought, so he merely asked, "How much a month will it be?" The salesman said, "Well, it will cost you $100 a month for 30 months." "I can't afford that," Tom said, "Well, I'm sorry, but that's the way it appears it's going to be," said the sales manager.

Tom didn't get up and walk out of the room, because he really wanted to own that car. Besides they had his car keys and he had signed for the car. The manager then remarked, "On second thought, your old car might be worth a little more. Perhaps we could lower the payment to $90 for 36 months." This still sounded high to Tom, but was better than $100 a month that had been suggested first.

"Of course," said the sales manager, "you'll need to buy insurance to cover this contract. That will be another $160. Finally, we'll need another $300 as down payment, including your trade-in." Tom said, "But I don't have any money reserved." The sales manager said, "Don't worry about that, we'll get you a loan to cover it. We'll just put it down on this contract as $300 to be paid in a week, and we'll straighten it out later."

All the figures were confusing to Tom, but now he had his Crusader. He figured if he really pinched, he could afford $90 a month. The sales manager, holding up the key to the Crusader, said "Here you are, Tom, enjoy yourself. Come back tomorrow and we'll work out the extra $300."

Now Tom realized that the $300 would have to be paid back on a monthly basis, too. He watched the man fill out the loan form and put down the interest rate. The interest charge was to be 36 percent plus other administrative costs. Tom couldn't believe it. Not only did he have payments of $90 a month for 36 months, but he also had payments of $20 a month for 30 months. He didn't know how he could afford $110 a month and was mad at the high interest rate he was being charged. He told the salesman , "This is too much, I can't afford this car, I want to give it back." The salesman replied, "Brewster, you took the car last night and now it's depreciated in value. Remember the contract you signed? It said you were responsible for getting financing. If you failed, you would forfeit your old car and your down payment. It's too late, Mr. Brewster. The best we can do is give you an allowance of $1,500 for the Crusader, and we will also keep your old car. In addition, you will have to pay us another $1,100."

Tom couldn't believe what he was hearing. He had traded in his old car for $200. In addition he had financed the additional down payment of $300, at a total cost of $600, and had paid $2,000 for the car. He was faced with losing $1,000 plus his old car when he had intended to get $1,000 for his old car and pay $2,000 for the Crusader.

QUESTIONS

Reviewing what happened:

—What information did Tom have before purchasing the Crusader?
—What techniques did the car company use to get Tom to sign the contract?
—What other techniques were used to get Tom to buy the car?
—What did Tom think the car would cost when he first signed the contract?
—How much trade-in did Tom actually get for his car?
—What additional down payment did Tom have to pay?
—What was the cash price of the Crusader?
—Considering the trade-in allowance, additional down payment costs, and price of the car, what was the cost to Tom if he returned the Crusader and received $1,100?
—What would the total cost be if Tom completed the transaction under the present financial arrangements?

Discussing the implications:

—What factors brought about Tom's problems with the purchase of the car? Would any of these factors apply to other purchases?
—How does status or appeal affect the amount you are willing to pay for an item?
—Should a person be concerned about the amount of the monthly payments? Why?
—What can a person do to avoid letting desires get in the way of rational decisions?
—Should some selling techniques be more closely regulated? If so, which ones?
—Why doesn't a buyer read a contract before signing?
—How does a person determine if he is paying a fair price for a new car?
—Were any illegal sales techniques used? If so, what were they?
—Would the finance company be legally responsible for the transaction? If so, under what provision of law?

CASE STUDY NO. 6

ROD'S PROBLEM

The older kids in Rod's neighborhood club are fooling around with cigarettes. They get together in one of their houses, in a car, or somewhere else and practice smoking. There is usually a lot of fun and giggling.

Rod has been curious about smoking. His uncle and aunt smoke and several times he has taken a cigarette from one of their packs and looked at himself in the mirror with it. It makes him feel "grown up". Once he sneaked a puff from a lighted cigarette in an ash tray. It tasted pretty bad.

Now the older kids are sometimes saying, "Kid, your too young to smoke," and sometimes daring him to take a drag. Rod doesn't like to be teased or made to feel like a "baby", so he usually takes a puff when they dare him. But he knows he's too young to smoke and he knows the health dangers of smoking, and he really doesn't want to smoke. But the gang likes him and he's one of them, so . . .?

1. Does Rod have a problem?
2. What exactly is his problem? Can you put yourself in his shoes? Do you know how he must feel? What forces other than the gang's influence are working on Rod?
3. What alternatives are available to him? Can he refuse to smoke and stay in the gang? Is it possible for Rod to choose not to smoke?

LATER:

This afternoon, the leader of the club will say to Rod, "Well, Rod, we've talked about it and decided that you're big enough to smoke and so we're going to teach you to inhale and everything. Here's a cigarette, I'll light it for you."

Does Rod have a choice? What if he says he doesn't want to smoke? Is there any way he can get out of this without smoking and without being rejected by the club?

CASE STUDY NO. 7

SHOULD SALLY SMOKE?

Sally is 21 and she smokes. She started smoking when she was 17. She is very much interested in a boy named Chuck, who does not smoke and who prefers that Sally not smoke. She would like to stop, but it's hard. When Sally is with Chuck she can usually do without cigarettes, but sometimes she really feels like smoking, so she does. Chuck tells her he doesn't like it. Sally smokes most when she's with girlfriends who smoke, or when she gets nervous or anxious about something. She also gets a special urge to smoke when she sees cigarette ads on T.V., or when she sees people in romantic or sophisticated situations smoking. She thinks about the health hazards of smoking sometimes, especially about how her smoking could affect her children but she doesn't believe that the dangers of smoking are as serious as she has heard. Chuck is the only person in Sally's life who makes a point of her smoking.

Can you imagine the predicament Sally is in? What does she owe Chuck and his preference that she not smoke? Does Chuck have a right to expect Sally to stop smoking? Why? Should Sally be concerned about how her smoking may harm her babies, or that her smoking may some day encourage them to smoke? Why does Sally feel like smoking, especially when she's with friends who smoke, or when she sees someone smoking on T.V.? Will Sally stop smoking? What will she have to overcome to be able to stop? If you were Sally or Chuck, how would you feel about these questions? What would you do if you were in their place? Could you do what you would like most to do?

CASE STUDY NO. 8

INFLUENCE OF STANDARD OF LIVING ON THE DECISIONS OF CONSUMERS

Study 1
The Calhoun family consists of the mother, father, maternal grandmother and two boys ages nine and fifteen. Mrs. Calhoun takes great pride in the appearance of her home and insists that both boys clean their rooms thoroughly on Friday night or Saturday morning. They had played football on Friday night; so the cleaning had not been done. That evening the neighbor called to invite both boys to attend a performance on Saturday of the band from the nearby university. Both boys wanted to go and promised to do the cleaning the following week.

Study 2
The Randolph family consists of father, mother, maternal grandmother and two boys ages nine and fifteen. Mrs. Randolph keeps her home neat and orderly; however, she spends more time with community organizations than in the care and maintenance of the home. The family had planned to wash the storm windows and install them on Saturday because Mrs. Randolph cannot do this alone. On Thursday night the neighbor called to invite the boys to attend a performance on Saturday of the band from the nearby university. Both boys wanted to go; however, there will be no time during the next month for the family to install the storm windows.

1. Explain the similarities and differences between the standards of living evidenced by the two case study families.

2. Predict the response which the Calhoun family and Randolph will each make to the invitation.

3. Explain how the standard set for the care of the house in each family probably will affect the decision.

UNFINISHED SENTENCES-VALUES

Directions: **Complete** each of the sentences with the phrase that first comes into your mind describing your response to the topic. **Share** those which you are will to share during class discussion. Following the discussion, **identify** the value which prompted your response and indicate the degree to which this value is important, using the following code: P= those you will affirm publicly; A = those you will act upon or actively seek to mediate; U = those you are not sure you are ready to include in your value system.

Value	**Degree of Importance (P-A-U)**	**Statements**
______	______	1. It is fun to ______
______	______	2. I feel best when people ______
______	______	3. I dislike persons who ______
______	______	4. Clothes ______
______	______	5. I would like to spend an evening ______
______	______	6. School is ______
______	______	7. If I were the teacher ______
______	______	8. My real ambition is ______
______	______	9. The hardest thing for me is ______
______	______	10. I think boys (girls) ______
______	______	11. Talking with my family ______
______	______	12. If I had enough money ______
______	______	13. Home should ______
______	______	14. Friends ______
______	______	15. My biggest problem is ______
______	______	16. I really wish ______
______	______	17. If I had time ______
______	______	18. The most important thing to me is ______
______	______	19. Adults, in general, ______
______	______	20. When I finish school ______
______	______	21. My job must ______
______	______	22. What frightens me is ______
______	______	23. It really upsets me ______
______	______	24. I feel good when ______
______	______	25. Love ______

STUDY SHEET NO. 2

ROLES

After completing the experiences listed below, what generalizations can you make regarding attitudes toward male and female roles in the past. How does the past compare with today?

A. Study the toys being sold in your community for the attitudes which they convey about male and female roles. The toys might be categorized as follows:

- infant
- preschool
- arts and crafts
- large motor development
- small motor development
- home and family life
- occupational
- scientific
- educational

B. Questions to contemplate . . .
 —what sex was portrayed on the package or cover of each toy?
 —which toys encourage activity and which do not?
 —which toys are for girls and which are for boys? Are some appropriated for both?
 —what changes, if any, would you like to make in packaging or the actual toys that would reflect your attitudes to roles?

C. Suppose a new baby girl was just born into your family. Project in writing your hopes for her future thirty years from now. Then do the same for a new baby boy.
 —what roles do they assume as adults?
 —what types of work do they do?
 —who cares for the children if there are children?
 —what are the specific character traits of each individual?
 —what are some of the attitudes you have conveyed about roles?
 —do you feel that those attitudes will help future generations maximize their potential?

D. Below are two lists of items commonly purchased. Add others that typify your community, and then estimate the cost of each item on the list under your gender. Ask a person of the opposite sex to complete the other list. Compare your answers.

Your parents or friends might like to try this exercise, too.

For Males	For Females
______ 1 lb. of bacon	______ chassis lubrication
______ aluminum cookie sheet	______ pliers
______ electric wall clock	______ 4 top grade pliers
______ dry cleaning slacks	______ garden hose

 —who actually makes these purchases in your household?
 —who makes the decision whether or not to purchase expensive items?
 —what are the implications of spending money in relation to male and female roles?

E. Words in the English language convey an image of males and females. Think about the origin of words which have man, women, guy, gal, gentlemen, lady, boy, and girl as part of them. Several of these words are firemen, chairman, gal Friday, saleslady, office girl, businessman, congress-can, cleaning woman, mankind, etc.
 —what roles are communicated by these words?
 —do you think there is a difference in the status implied between the male and female words?
 —what influence, if any, has social change had upon these words?
 —do you recommend any changes in the future?

STUDY SHEET NO. 3

WHO AM I?—JOB INVENTORY

Directions: Numbers 1, 2 and 3 will be used to determine how you measure up. THIS WILL NOT BE GRADED OR EVEN COLLECTED. Just look into the mirror and answer #1 if very good, #2 if [illegible], or #3 if fair. Now let's find out your strong and weak points.

PART A: PHYSICAL CHARACTERISTICS

1. Physical stamina ______
2. Strength ______
3. Manual skills in general ______

PART B: MENTAL CHARACTERISTICS

1. Concentration ______
2. Persistence ______
3. Memory for faces ______
4. Memory for numbers ______
5. Memory for general facts ______
6. Memory for visual things ______
7. Imagination or creativity ______
8. Logic or reasoning powers ______

PART C: VALUES, FEELINGS, PERSONALITY

1. Would you go into a job just because your family wanted you to? (yes, no) ______
2. Would you go into a job just because your parents wanted it and you deep down wanted it too thereby satisfying all? ______
3. Is money important to you? ______
4. Is prestige important to you? (yes, no) ______
5. Do you have patience? ______
6. Do you have self-control? ______
7. Can you tolerate frustration? ______
8. Do you get along with your own age group? ______
9. Do you relate with older people well? ______
10. Do you think you answered all of the above honestly? ______

Below is some space. Make a short notation of your strong points and your weak points.

Make a general statement about yourself here.

STUDY SHEET NO. 4

HELPING STUDENTS EXPLORE INDIVIDUAL JOB POSSIBILITIES

By Ruth I. Dieffenderfer

Work—for some people this word means a lifetime of getting up five days a week to face another eight hours of laborious monotony. For others, work is what makes them tick; without it life would be a drag. To them, work means an everchanging outlook on life and days filled with new challenges, rewards, and ambitions.

Ask a high school student which type person he hopes to become and most likely he will choose the latter. With today's increased awareness of career education, this student has a better than ever chance of growing into a satisfied worker. Schools are now offering more in-depth career counseling and vocational training. However, to be truly successful, these programs must also develop an awareness of self within the student. Learning to look inward and draw out the answers to "Who am I? Where am I going?" is a skill that has been overlooked in favor of training the student for a job that makes use of his obvious talents. In order to successfully match student and work in a harmonious relationship, career education should begin with the student facing himself.

SUCCESSFUL CAREER EDUCATION

A career education unit that successfully incorporates this idea was developed by Mrs. Noreen Roach, home economics teacher at Cornwall Central High Schooo, Cornwall, NY. A coeducational class of senior students participate in the three-week unit that leads some of them to part-time employment in a work release program during their senior year. Mrs. Roach introduces the unit during October since this gives students time to settle into the routine of classes, yet catches them before it is too late to alter future plans such as college, vocational training, employment, marriage. It is near this time that many students become willing to look beyond the familiar boundaries of home and school. Mrs. Roach takes this opportunity to help students measure their capabilities and goals against the demands of the real, adult world that they are entering.

CAREER EDUCATION UNIT

A. One Week—How About You?

The goal of the unit's first week is to make students aware of the importance of effective, two-way communication (verbal and non-verbal) in the working world.

1. Self Evaluation

Introduce the unit with the student self-evaluation shown in the visual master on (see page 39) This is a private exercise so that each student may honestly evaluate himself.

Follow this with an eight-minute period during which the students are to draw a verbal picture of themselves five years from the present. Use the results of these assignments to pull out generalizations and concepts about work, marriage, male/female roles. Why do students see themselves as they do? How realistic are their projections? Are they aware of the practical elements of adult life?

2. Who I Want to Be

Have each student make a short statement on a three-by-five card about "Who I want to be." Form pairs of partners in the class, partners reading each other's card and discussing, changing partners until everyone has talked to each other on a one-to-one basis. This exercise makes each student verbalize ideas about the future in a concrete and detailed manner.

3. How Does One Communicate?

Select a group of eight students from a cross section of the class (students chosen should not be friends who often work together). Video-tape a 15-minute film of the group planning and preparing snacks for the class without talking. View and discuss the results. This exercise is intended to make students aware of body language, space relationships, and sense of self. How do conscious and unconscious actions communicate without words?

4. How Does One Operate In A Group?

Assign eight students to put on a fashion show for 1990 in a given period of time using only scraps found in the home economics room. This acts as a take-off point for a discussion of the mechanics of communication and group dynamics. How are leaders formed? Who leads? Who follows? Analyze who made the decisions in the groups used in exercises 3 and 4. Of what importance is the element of time? How does one cope with deadlines as a leader? As a follower?

5. Feelings on Work.

Each student will take a sheet of paper, rip it into nine pieces, and write his nine most outstanding feelings about work on them. These feelings should then be ranked in order with the most important placed on the bottom of the pile. In groups of four, students will exchange lists and discuss feelings of group members.

B. Two Weeks—The Working World

The second two weeks deal with the practical realities of the working world and prepare students for seeking employment.

1. Career Ladder.

To help students begin thinking about a career, have them complete a career ladder quiz. On a sheet of paper, draw a ladder with six to eight rungs and print these instructions: On the ladder below place an "X" where you are now in terms of your career. Place an "O" where you see yourself in five years. (space for ladder) How do you plan to achieve your position on the career ladder? (space for answer) What do you see as the ultimate "top" of your career? (space) Why?

Discuss earning a place on the working ladder. How does advancement happen? Where do students place the teacher or other established people on the ladder as compared to the position these people would currently select for themselves? How does age and experience affect one's view of the career ladder?

2. Money.

Pass out fake paychecks. Ask students to fill them in with the amount of money they expect to be bringing home per week in five years and list a short budget of how this money will be spent. While discussing the dollar value of work, students may find their expectations are somewhat unrealistic. Neither their earning nor their buying power will be equal to what they are accustomed to in their parents' homes. Guest speakers such as shopkeepers, bank managers, and employers may help make the financial scheme of things more easily understood.

3. How to Find Out About Jobs.

Use the resources and knowledge of the school's guidance office personnel to tell students the basics of job finding. They can explain what printed information is available, how to apply for a desired position, and what types of jobs will be needing qualified workers in the near future. The speaker should set aside time to instruct students in preparing resumes and work with them as they compose sample resumes for themselves. Resumes can open or close the door to a good job and should present a total picture of the person applying. Students are often unaware that a hidden interest in horse training or rock collecting may divulge personality traits necessary for a particular job.

4. Job Interview.

Discuss any interviews that students might have already had and add general knowledge or opinions that students have about job interviews. Ask the school principal to tell the class how he conducts a job interview and what he looks for in a teacher or school personnel, especially the little mannerisms and appearances he notices.

Have students practice interviews through role playing. After they feel more familiar with the process, select three to five of the less nervous interviewees to participate in a real interview session with the supervising principal or some other "impressive" figure they don't come into contact with daily. Participants fill out standard school application forms for a specific position and make an appointment to be interviewed. For best results these interviews should be video-taped for evaluation and discussion.

5. Job Hunting.

Have students bring in the want ads from local and major newspapers. From these, develop a knowledge of current supply and demand on the job market. What kinds of jobs keep reappearing? Is there a need for teachers or engineers? Stress the concept of finding what jobs need people and preparing for those positions. Discuss the pros and cons of job hunting through ads, friends, letters, and employment agencies. Is an employment agency worth the expense?

6. Work Ethics.

Start students thinking about what ethics they will follow on the job. How do they feel about cheating on the job (example: signing someone in while he takes a day for fishing), or stealing on the job (example: what difference is there between fudging expense accounts and embezzling funds)? Present students with several situations where ethics must be followed in actions and ask where they would place their actions on the right or wrong side of the value line, how far one way or the other.

7. Review.

Discuss occupations, career motivations, and adjustments to the working world. How does one decide what to do on the job? Is money more important than happiness? What is the role of the woman in work? Ask students to evaluate the course.

8. Projects.

A final project that can be used and expanded by future career education classes is the development of a slide show produced by students. Have the class divide into small groups—three to five per group. Each group selects an occupation. It is up to the group to contact a person employed in this occupation and do a comprehensive interview on the person and his work, answering all the questions from "Why did you choose this job, how did you train for it?" to "Where do you expect to go from here?" The interview(s) is captured on tape and slides, or a tape may be made later containing information pertinent to the slides. As each class learns from the experience of others, they gather new knowledge to pass on to the next class of students.

At the conclusion of this unit, some students are placed by the school's occupational education center in a part-time employment. In some cases, the student may require only basic courses such as English or history in order to graduate. Schedules are then arranged so that half a day is spent at school and the other half on the job. These part-time positions often develop into full-time employment following graduation.

In addition to Mrs. Roach's program, Cornwall students may participate in an annual career day sponsored by the local Chamber of Commerce. They also have the option of studying in the school's extensive vocational education program.

Self-Help

If a school does not have the facilities or scheduling time for a career education program, students may benefit from a self-help program. An extra assembly period or study hall can be used to distribute and explain printed materials on careers. Basically, the information will be the same as that presented in a unit similar to the one prepared by Mrs. Roach. However, in this situation, once distributed, it will be the responsibility of the student to follow through.

Even a simple listing of points to consider when seeking employment will give the student a place to begin his quest.

1) Evaluate Yourself
   a. Mentally—who am I?
   b. Written—resume.

2) Evaluate Available Jobs
   a. Check ads, inquire at local businesses, personal contacts.
   b. Consider qualifications, salary, location, benefits, hours, type of work.
   c. Compare demands of the job and personal expectations of the position.
   d. Narrow choice and apply.

3) Interviews
   a. Call or write for an appointment; written inquiry should include a resume.
   b. Appearance, neat but not overdone.
   c. Props—resume, sample of pertinent work (artist: drawings), basic knowledge of the company, several thoughtful questions related to the position in question.
   d. Practice the interview situation before facing the real thing, assigning the role of interviewer to an interested friend or parent.
   e. Send a note following the interview, thanking the employer for the meeting; this note will also remind him of your interest.

4) Choose the Job
   a. Weigh all the facts and differences between jobs.
   b. What does the future promise?
   c. Is the atmosphere comfortable?
   d. What does the future promise for you?
   e. Would you be comfortable working with the other employees?
   f. Take your time to make the right choice the first time.

Keeping the Job

Students must also be aware that getting a job is only half the battle. Once hired they can also be fired. Before accepting a position, one must be sure he can fulfill the expectations of his employer and himself. Is arriving promptly at 8 a.m. every morning impossible? Is an unlimited expense account too much of a temptation? Can he fit into the accepted social structure of the office? Is the new assignment he promised to do in a day really a four-day job?

Basic guidelines for keeping a job include:

1) Fulfill promises of the interview.
2) Be flexible enough to meet demands of employer and self.
3) Observe office regulations and customs.
4) Treat other employees with respect and consideration.
5) Complete work to the best of your ability and on time.

STUDY SHEET NO. 5

ORGANIZATIONAL PATTERNS—DEFINITION OF TERMS

I. Self-Organizational Patterns

- A. Methods
  - 1. Independent: Completion of one task before going on to the next one.
  - 2. Coordinated:
    - a. Clustering: Completion of tasks located in or related to one area before going to another area.
    - b. Overlapping: Completion of tasks which are closely related in that one job is part of the other job.
    - c. Dovetailing: Completion of tasks by having several going on at once and moving from one to another as the schedule permits.
- B. Task Avoidance: Ask yourself, "What do I find myself doing when I should be working on a task I dislike?"
- C. Self-Motivation: Interest in an activity is high enough that doing it requires no pushing to get working on it.

II. Group Organizational Patterns

- A. Democratic: A method in which all within the group have a vote in determining actions.
- B. Authoritative: One person or dictator directs others.
- C. Traditional: A pattern established through using it time and again such as mother pays the bills by check or we always go to Grandmother's on Christmas Day.
- D. Checks and Balance: The method of organization used by the U.S. Government in which each branch acts as a check and balance on the others.

III. Activity Analysis: A study of time and energy spent in doing a certain task to determine if it has been done efficiently and to decide how to decrease the time and energy spent.

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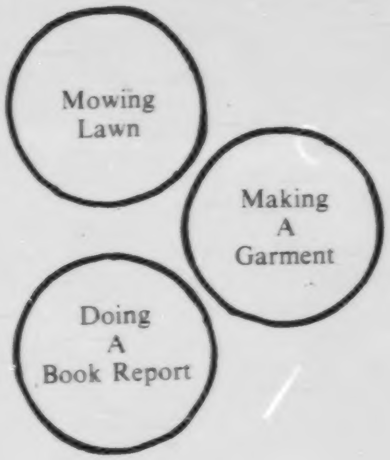
* See diagram showing self-organizational patterns on page 45.

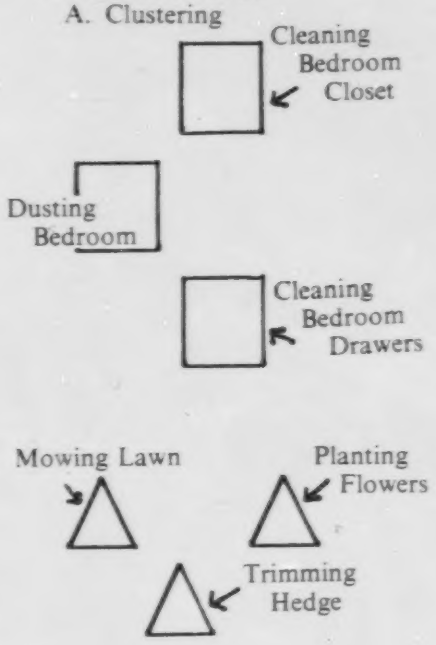
STUDY SHEET NO. 5

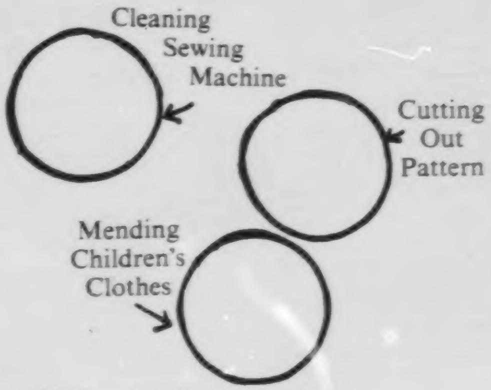
SELF-ORGANIZATIONAL PATTERNS————————————EXAMPLES



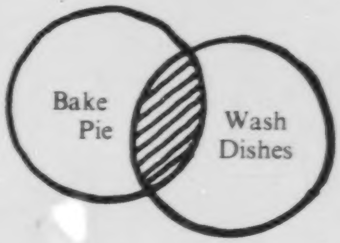
1. INDEPENDENT

2. COORDINATED
   A. Clustering

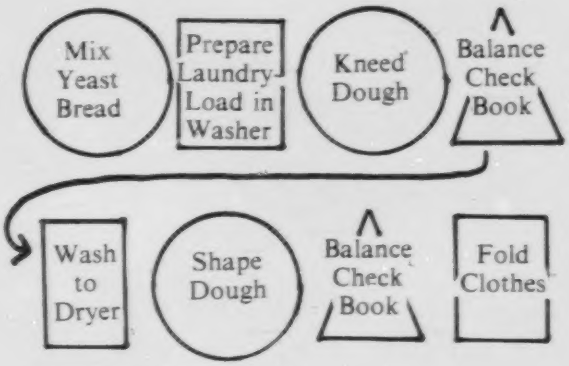




B. Overlapping



C. Dovetailed



STUDY SHEET NO. 6

Resent-Demand-Tolerate

Purpose:

Many of the conflicts we have with people close to us are values conflicts. It often boils down to the fact that we just see life differently. What you like, I don't like. What I want, you don't seem to want as much. A lot of these values conflicts generate strong feelings of resentment. This exercise attempts to teach students how to handle feelings of resentment which grow out of values conflicts. The student learns to make what we call RDT.

Procedure:

The student will fold a paper into four long, vertical columns, and "In the first column, list the ten people with whom you come into closet contact with day after day. You would probably list your parents, your boss, your girlfriend or boyfirend or your best buddy, your teacher, etc. You can list more than ten if you wish."

"In the second column, for at least three of the people on your list write a sentence (or two) which expresses a resentment you have about some behavior trait they have. Don;t be frightened by the word resentment. It's a real word and one which our feelings understand well enough."

Begin your statement with the phrase, "I resent you." For example—I resent you, Jim, for not doing your share of the work around the house.

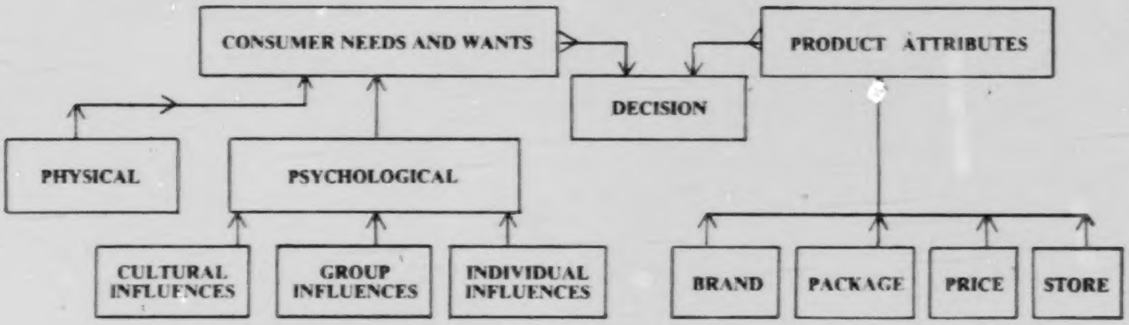
After the students have written three resentment statements, think about this; "Behind every resentment we feel for someone else, there is an implied demand we really want to make." We rarely have a resentment by itself. When there is something we want changed, we want it changed fast, usually.

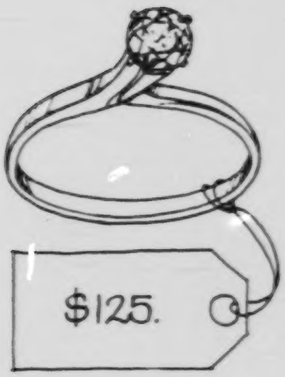
In the third column, try to write down the demand you really have for each of the resented statements you made.

The fourth column is for the part of tolerance. Our tolerance is important so we may see how the other person sees the situation but we do not necessarily accept their values just understand them. To help tolerate you must appreciate something that particular person does.

The tolerance statement should be written for three people. An example is: I resent you, Penny, for not doing your share of work around the house, and I demand that you take the garbage out every week and that you shovel the snow in the winter; but I do appreciate the fact that you sometimes have time to help me with my homework and that you are so active in school activities.

CONSUMER DECISION-MAKING PROCESS





Ted and Karen have decided to marry in a year and would like to have a diamond before they announce the engagement to their friends. Ted's parents have dealt with a local store for years and suggest they go there to make the purchase. But the young couple decided to look around at several stores before they made up their mind.

Karen and Ted had hoped to buy a large ring but made their final choice between two less expensive, but beautiful rings. They decided to spend the extra money for a deposit on a stereo.

STUDY SHEET NO. 8

WHAT DO YOU VALUE?

By Sid Simon

How does one know what to value?
How do you know what you are for or against?

In these troubled, confused but also exciting times we need people who know who they are, who know what they want out of life and who can name their names when controversy rages. People who are not so vulnerable to a demagogue, or to blandness, or to safety. Values are the basis upon which people decide what they are for and against, or where they are going and why. In other words, they give direction to life. But, with the many divergent values viable today it is oftentimes difficult to know where you stand.

The following excercises (sometimes called strategies) can be used to help you determine—what is important to you? What do you value? After doing these yourself, you can perhaps try them on friends, family or students and compare some of their ideas and alternatives to your own.

STUDY SHEET NO. 8

As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you should like.

Using the suggested code below, the next step is to code the 20 items listed above.

1. Place the # sign by any item which costs more than $5 each time you do it.
2. Put an R by any item which involves some RISK. The risk might be physical, intellectual or emotional. (Which things in your own life which you love to do require some risk?)
3. Using the code letters F and M, record which of the items on your list you think your FATHER and MOTHER might have had on their lists if they had been asked to make them at your age.
4. Place either the letter P or the letter A next to each item. The P is to be used for items which you prefer doing with PEOPLE, the A for items which you prefer doing ALONE.
5. Place a number 5 by any item which would not have been on your list five years ago.
6. Place a number 5 by any item which you think will not be on your list five years from now.
7. Finally, go down through your list and indicate the date when you did it last.

Now look back over your list and the codings.

—What does you list look like?
—Can you identify any patterns in the things you love to do?
—Did you learn something new about yourself?
—Are there some things you're pleased with?
—Is there anything that you would like to change?
How might you go about it?
—Are there some things you like to do that you have not done lately? Why? What could you do about this?

Projective list. Complete each sentence.

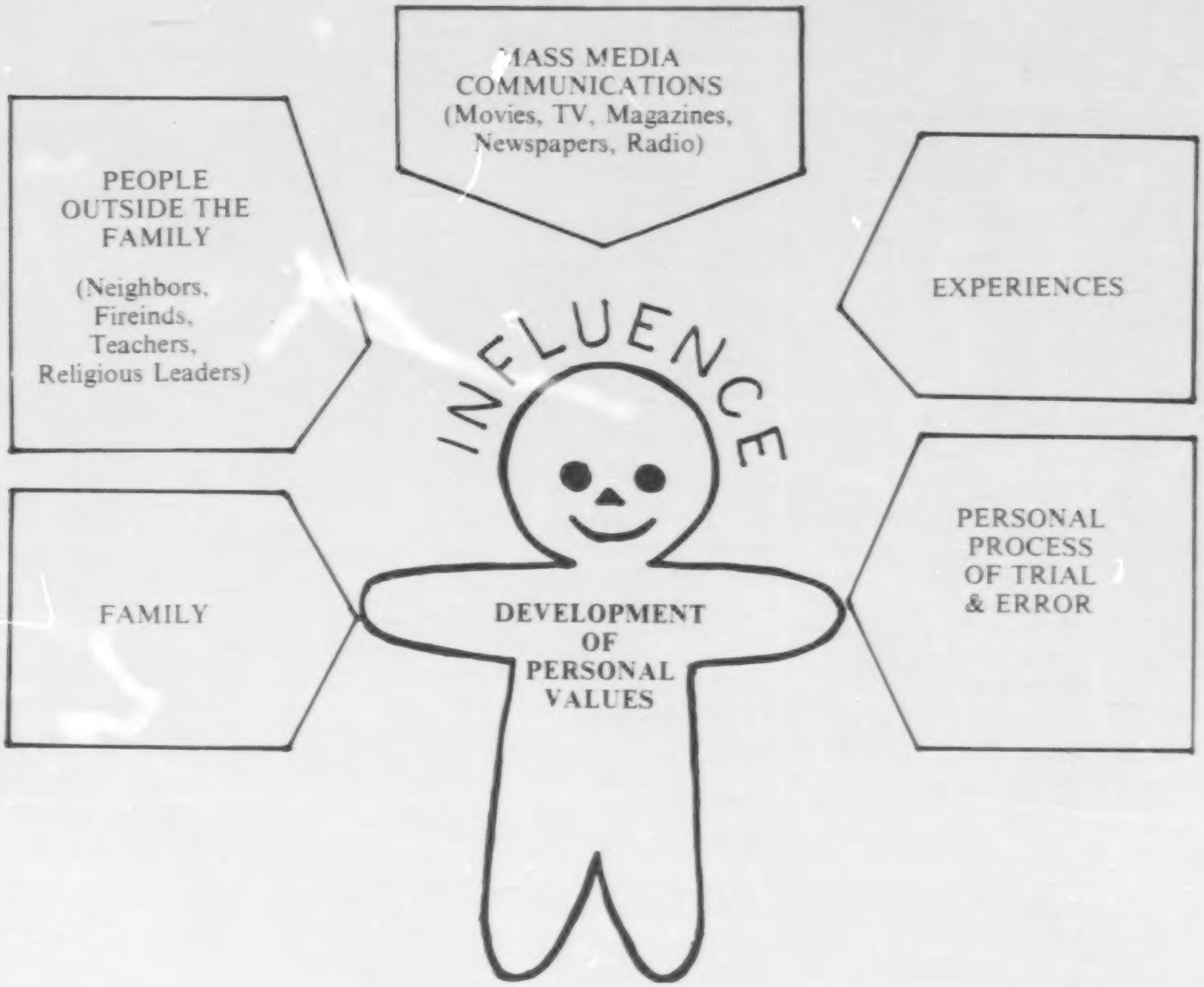
Jim always wins that game because ____________
Judy takes weeks to sew a dress because ____________
My dad never washes his car; he goes to the car wash because ____________
My mom uses her dishwasher because ____________

Make five more sentences and complete as above.

What are the resources used in each statement?
What would be a substitution?

BULLETIN BOARD NO. 1

VALUES-DEVELOPMENT AND INFLUENCE


MASS MEDIA COMMUNICATIONS (Movies, TV, Magazines, Newspapers, Radio)
PEOPLE OUTSIDE THE FAMILY (Neighbors, Fireinds, Teachers, Religious Leaders)
EXPERIENCES
INFLUENCE
FAMILY
DEVELOPMENT OF PERSONAL VALUES
PERSONAL PROCESS OF TRIAL & ERROR

VALUES
INFLUENCE CHOICES

This diagram has been designed to try to explain visually, how the many different factors in one's life are constantly interacting to form values which are unique to the individual. These values then are influential in determining the choices made by each consumer.

The lower half of the diagram, Values Influence Choices, may need to be clarified. The illustration at the left shows one value influencing the choice; in the middle one, several values are involved in the decision making process, with one value finally dominating and affecting the choice; to the right, the value caused the decision that none of the items would be chosen.

BULLETIN BOARD NO. 2

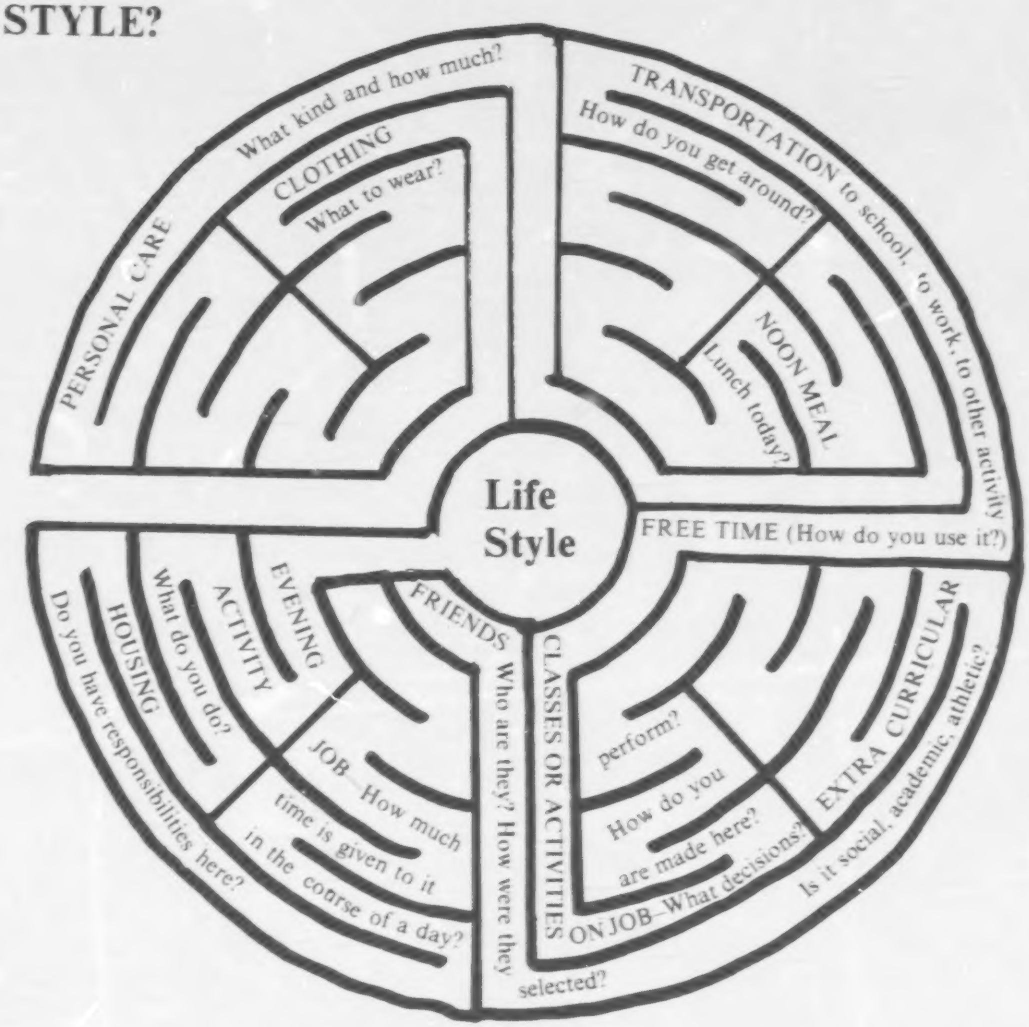
THE INFLUENCE OF **OTHER** FACTOR

Decision making is complex. There is more than one factor that usually influences a final choice. The importance of values has already been discussed. These are some factors that can also influence a consumer, directly or indirectly in making a final decision.

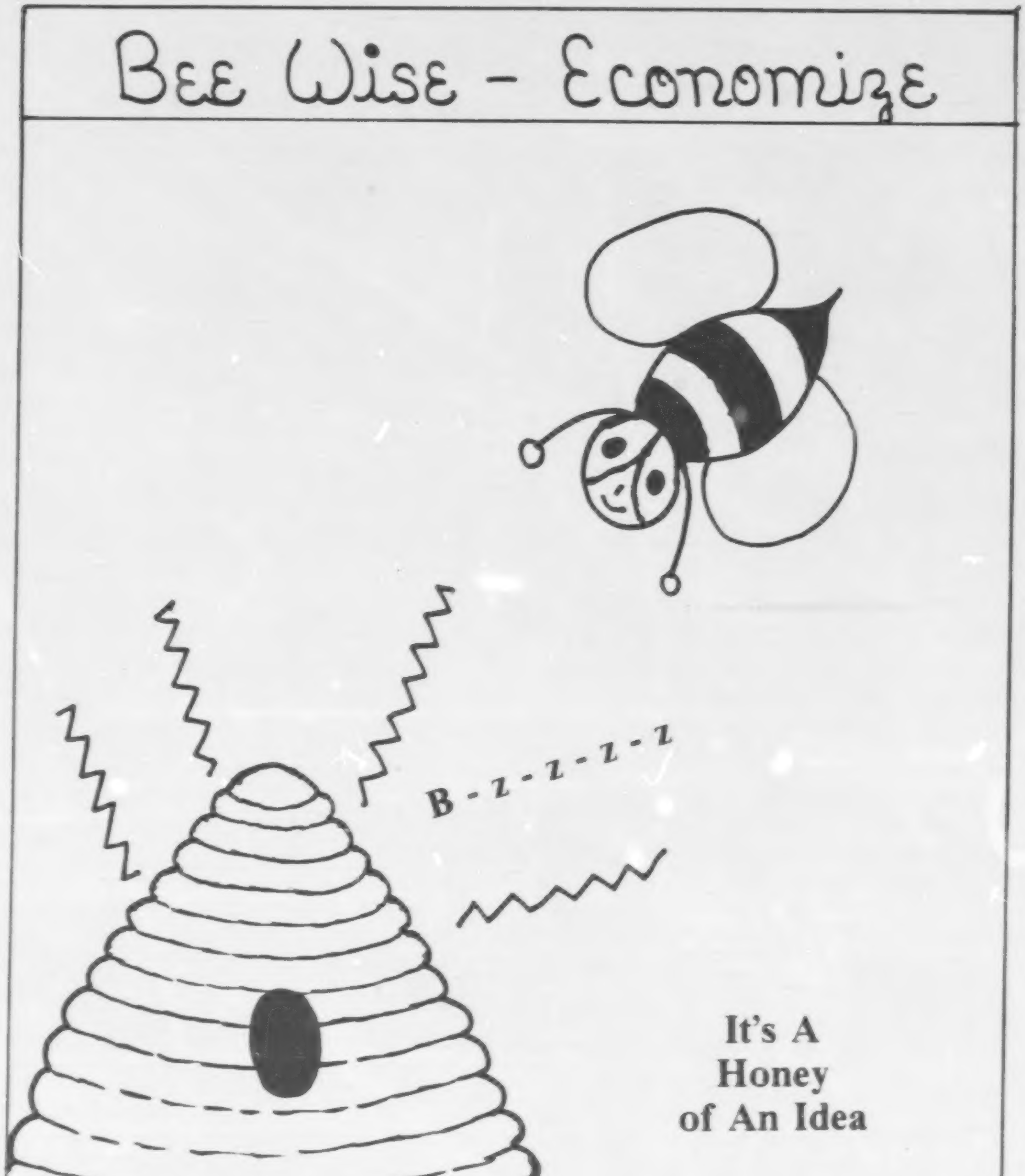
INCOME Amount limits goods & services	**CUSTOM** pattern established by peer group, family, community
ACCESSABILITY of goods and services desired	**FASHION** a popular or widely accepted item becomes desirable
ADVERTISING in all media	**IMITATION** of others one admires or wishes to emulate
HABIT an acquired buying behavior pattern regularly followed	**STATUS** to gain approval and respect of others or to impress others

BULLETIN BOARD NO. 3

CAN
YOU
CHOOSE
A
LIFE
STYLE?


Life Style
PERSONAL CARE
What kind and how much?
CLOTHING
What to wear?
TRANSPORTATION to school, to work, to other activity
How do you get around?
NOON MEAL
Lunch today?
FREE TIME (How do you use it?)
EXTRA CURRICULAR
Is it social, academic, athletic?
CLASSES OR ACTIVITIES
How do you perform?
ON JOB–What decisions are made here?
FRIENDS
Who are they? How were they selected?
JOB–How much time is given to it in the course of a day?
EVENING ACTIVITY
What do you do?
HOUSING
Do you have responsibilities here?

BULLETIN BOARD NO. 4



BULLETIN BOARD NO. 5

ARE YOU "BUGGED"

FOR A LACK OF TIME?

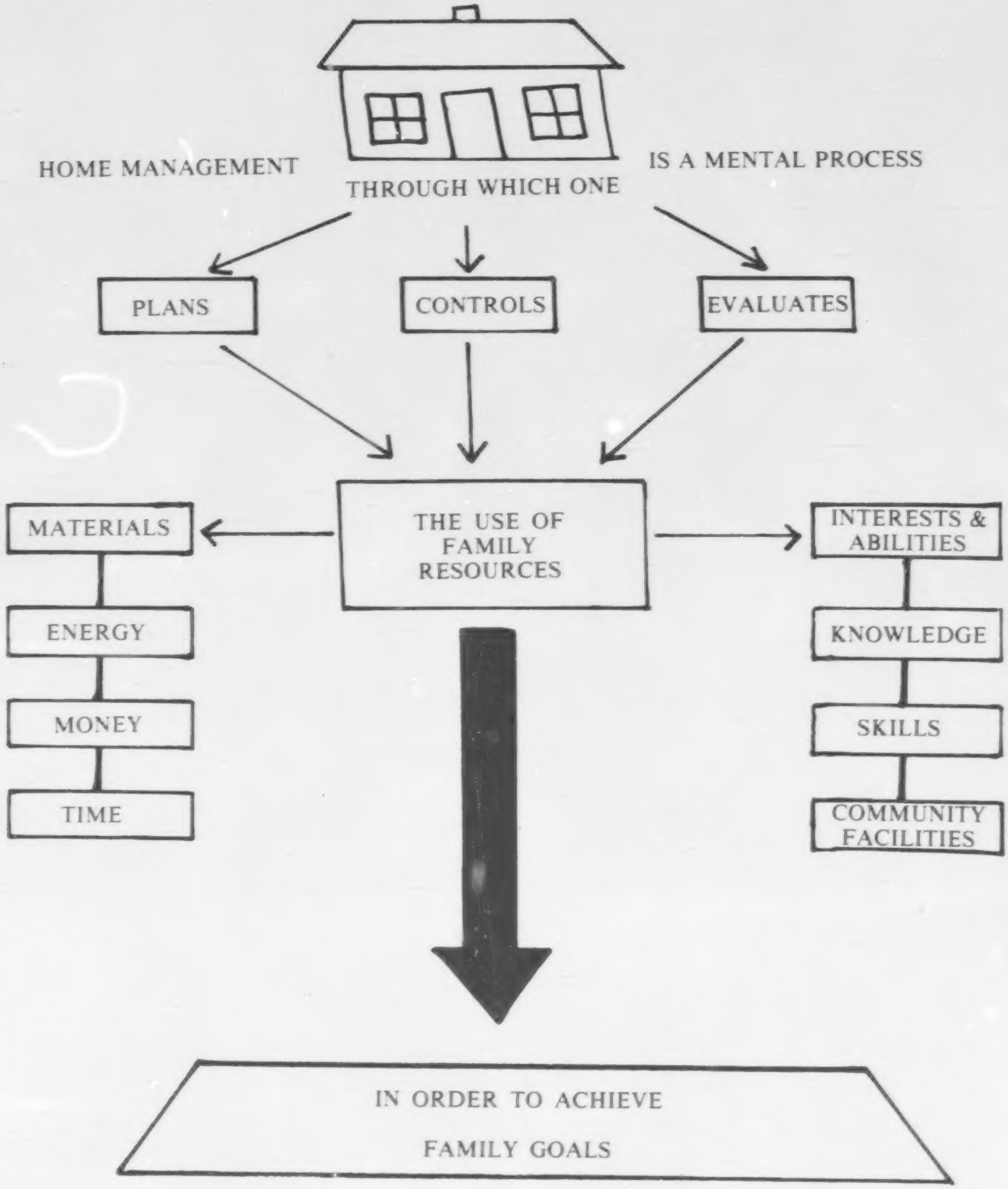
K-54

BULLETIN BOARD NO. 6

GET ON THE BALL

WITH....

BULLETIN BOARD NO. 7



HOME MANAGEMENT

IS A MENTAL PROCESS

THROUGH WHICH ONE

PLANS

CONTROLS

EVALUATES

THE USE OF FAMILY RESOURCES

MATERIALS

ENERGY

MONEY

TIME

INTERESTS & ABILITIES

KNOWLEDGE

SKILLS

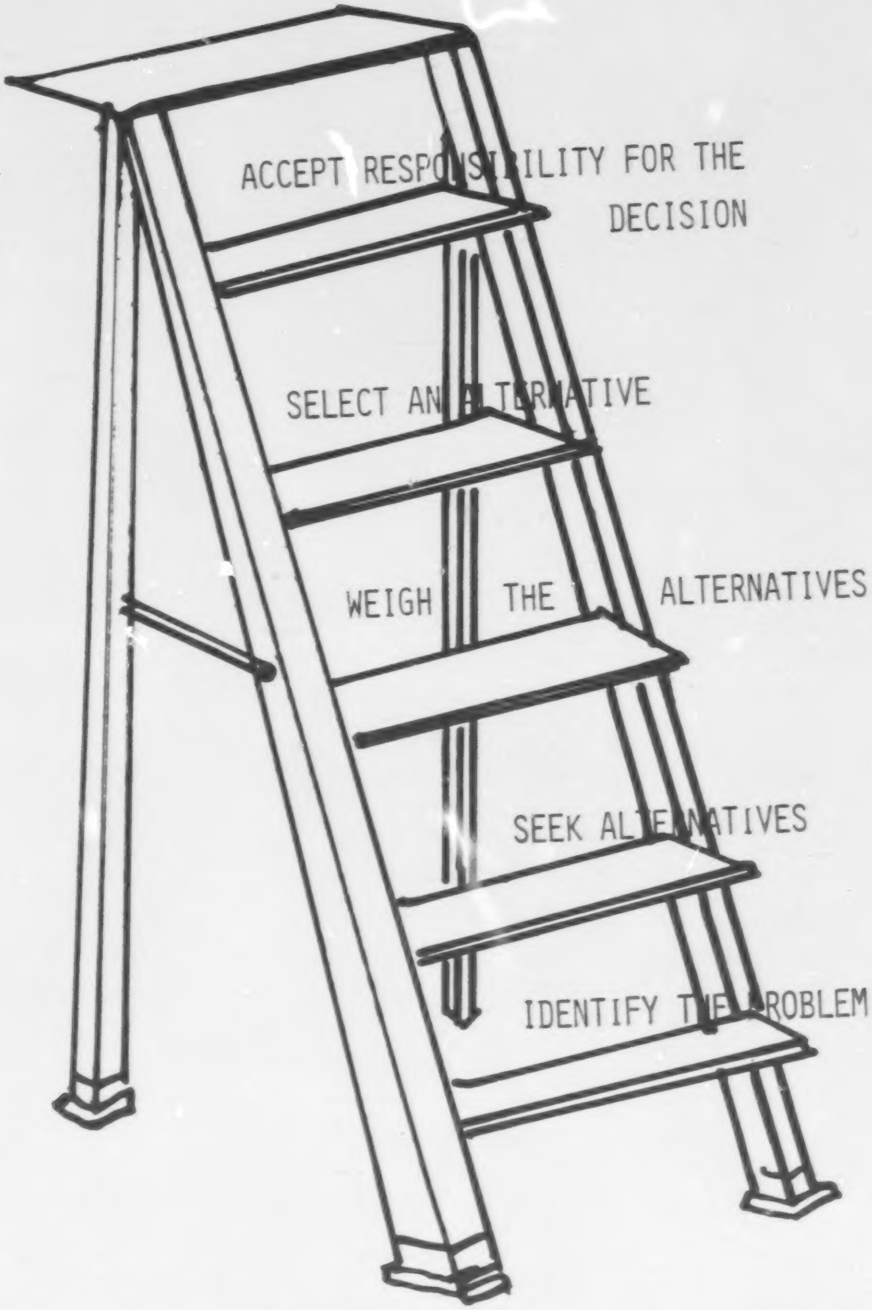
COMMUNITY FACILITIES

IN ORDER TO ACHIEVE

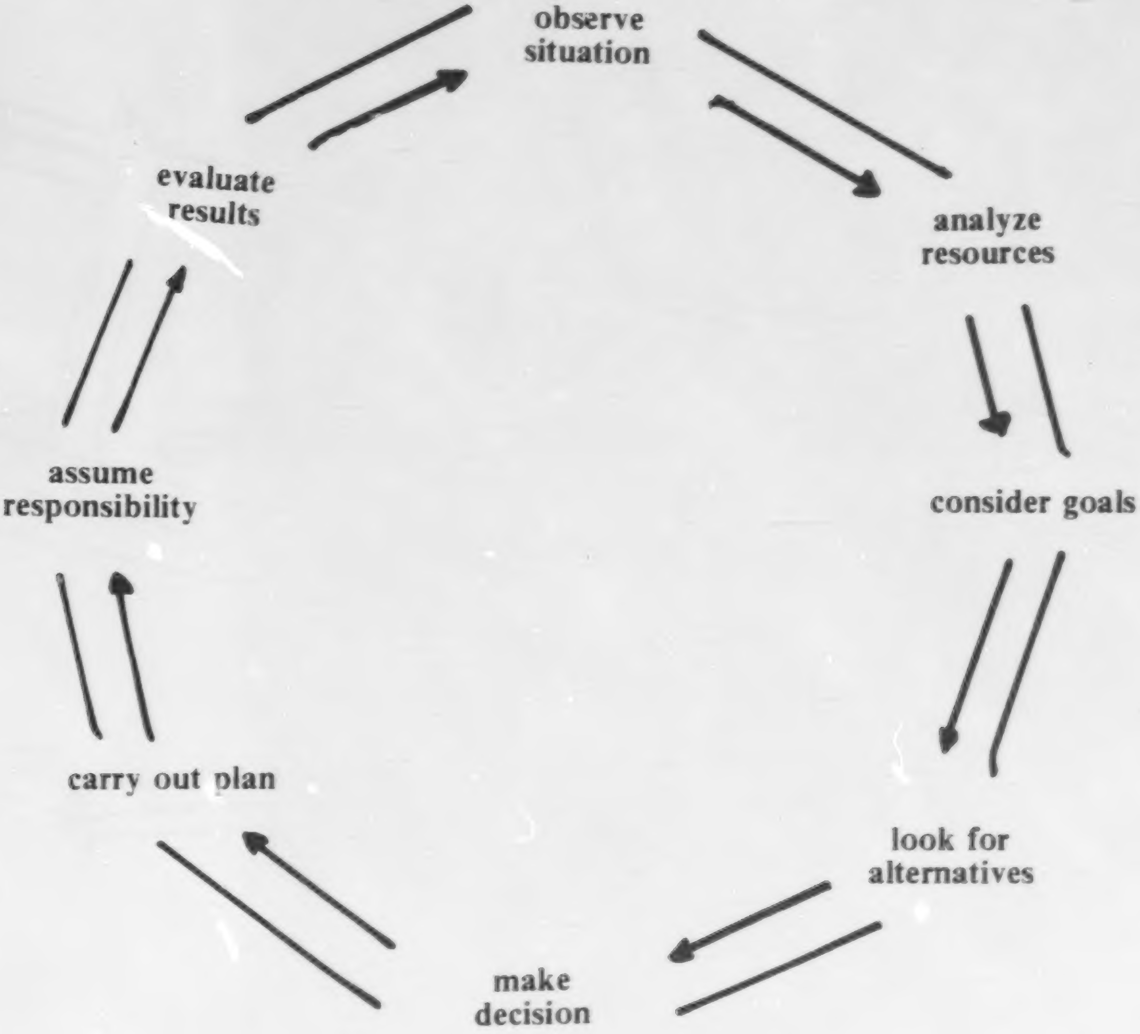
FAMILY GOALS

BULLETIN BOARD NO. 8

STEPS TO DECISION MAKING



THE MANAGEMENT PROCESS IS CONTINUOUS



observe situation

analyze resources

consider goals

look for alternatives

make decision

carry out plan

assume responsibility

evaluate results

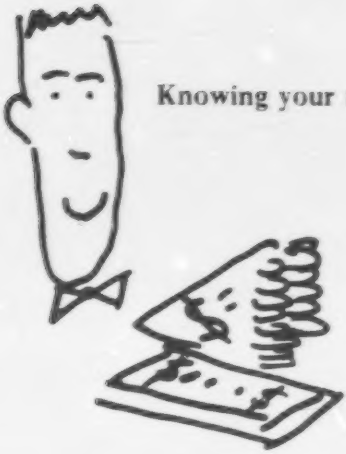
BULLETIN BOARD NO. 9

BULLETIN BOARD NO. 10

Making Your Money Work for you

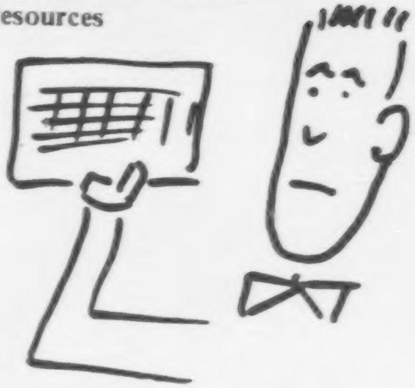
Means . . . .

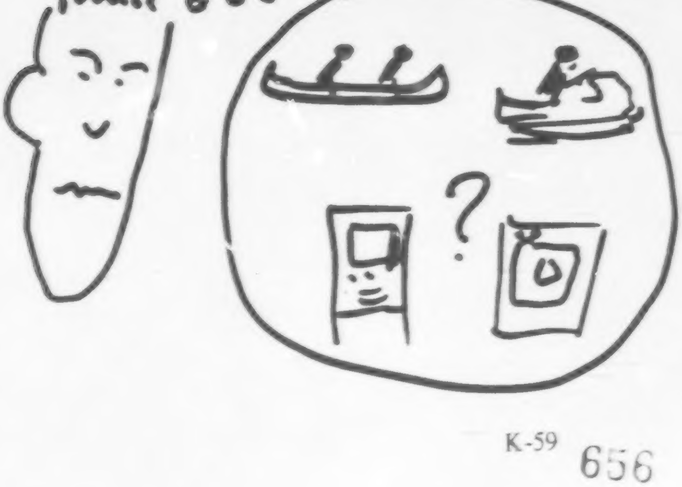
Knowing your goals



Knowing your resources

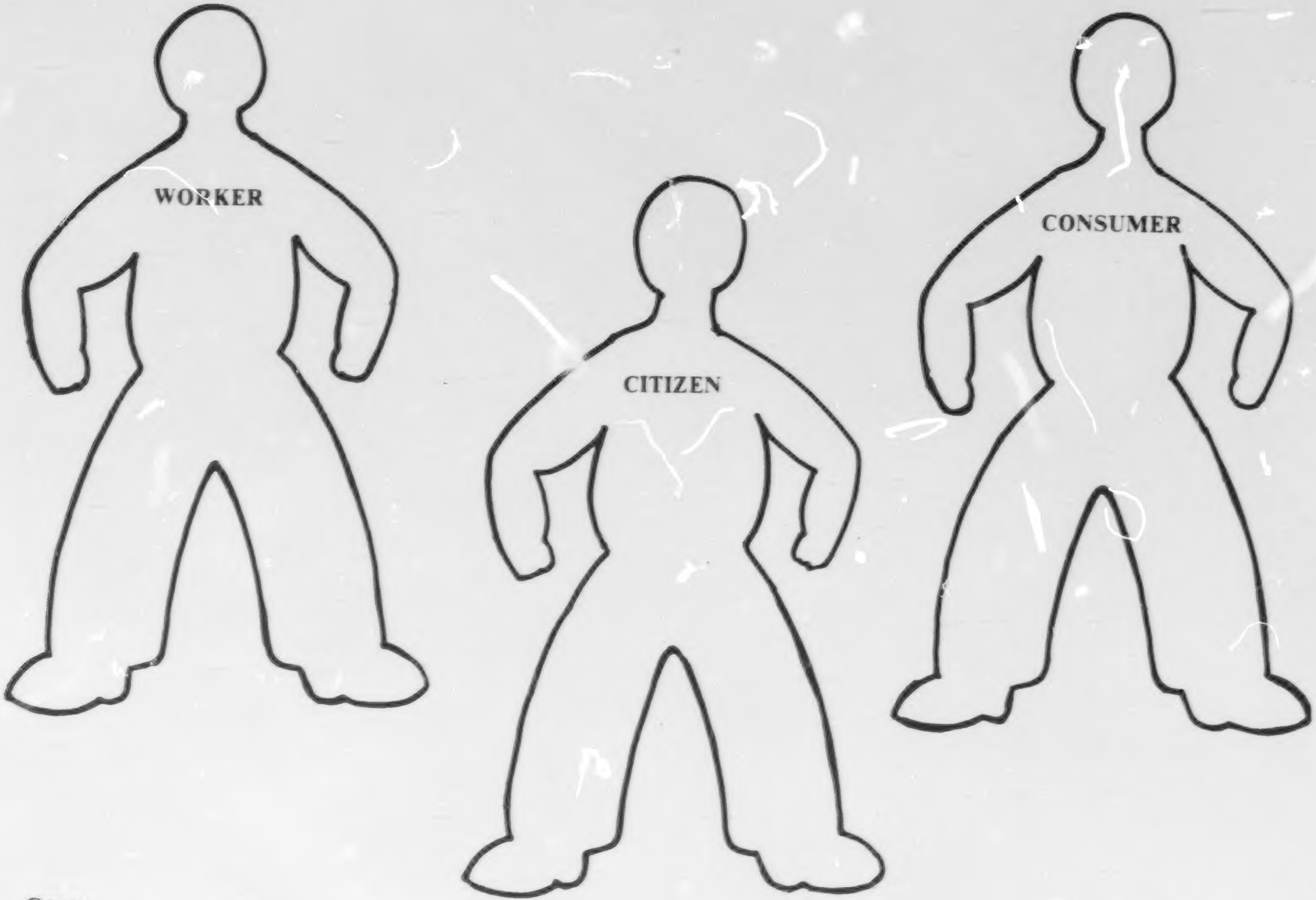
Making a plan to use
your resources





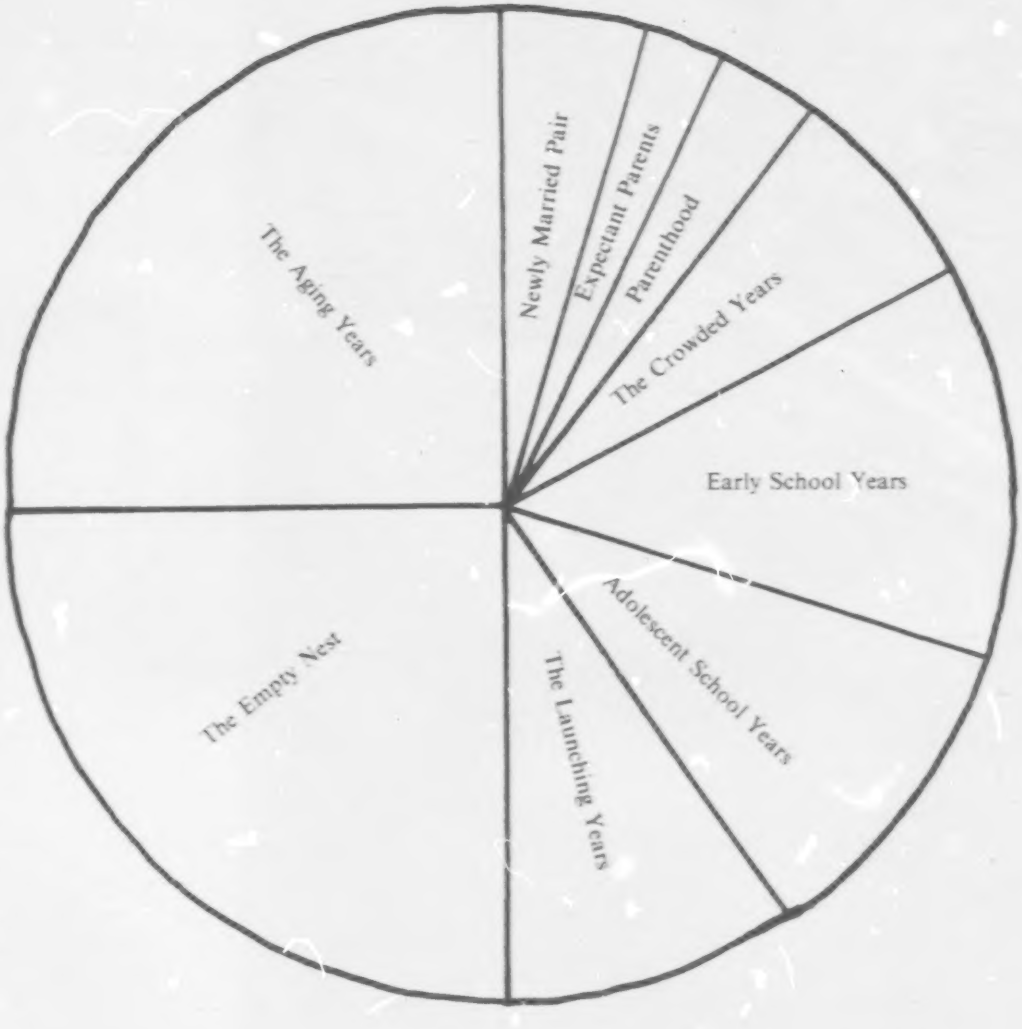
Making choices as to
what you want to afford

ECONOMIC MAN



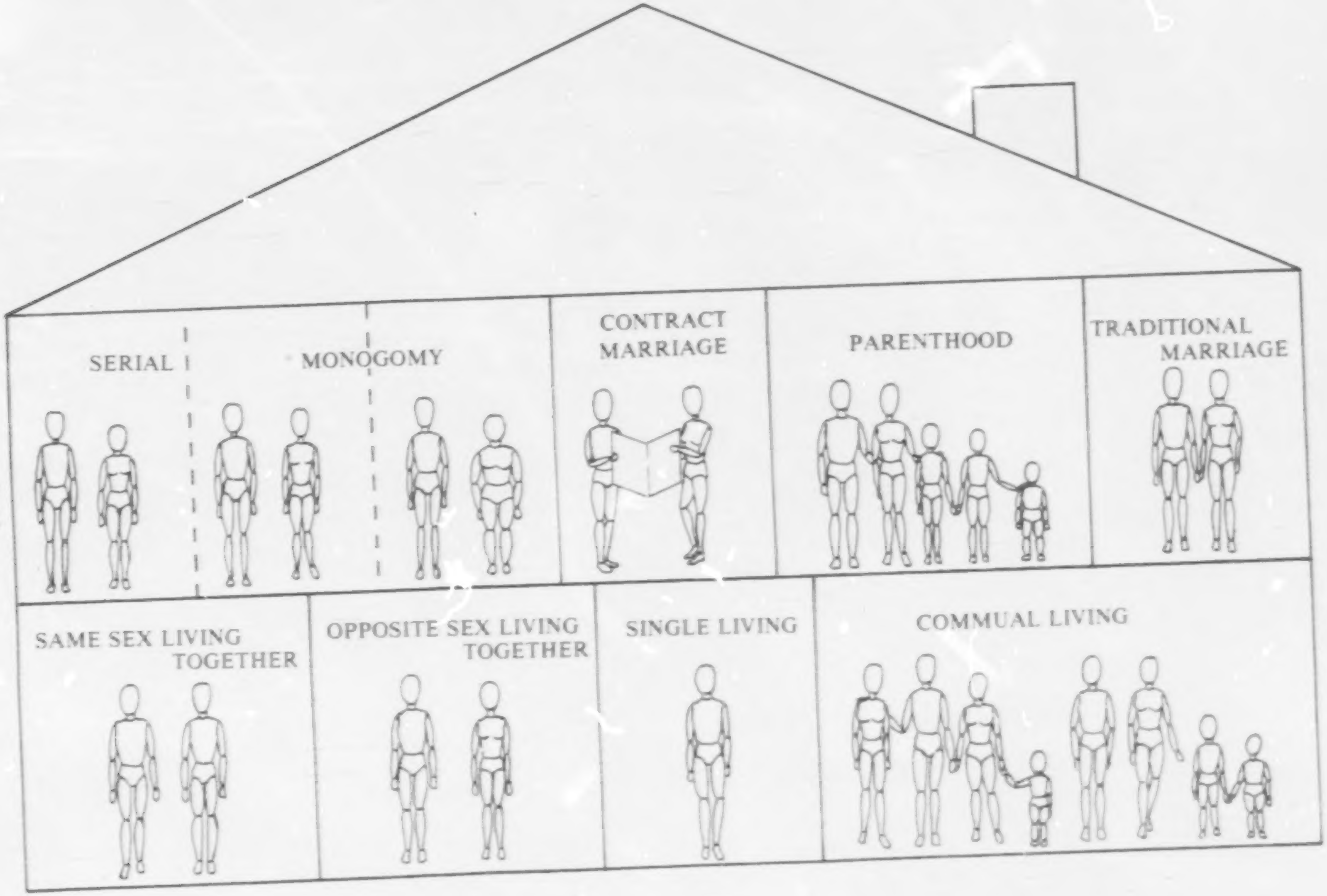
K-60

BULLETIN BOARD NO. 11

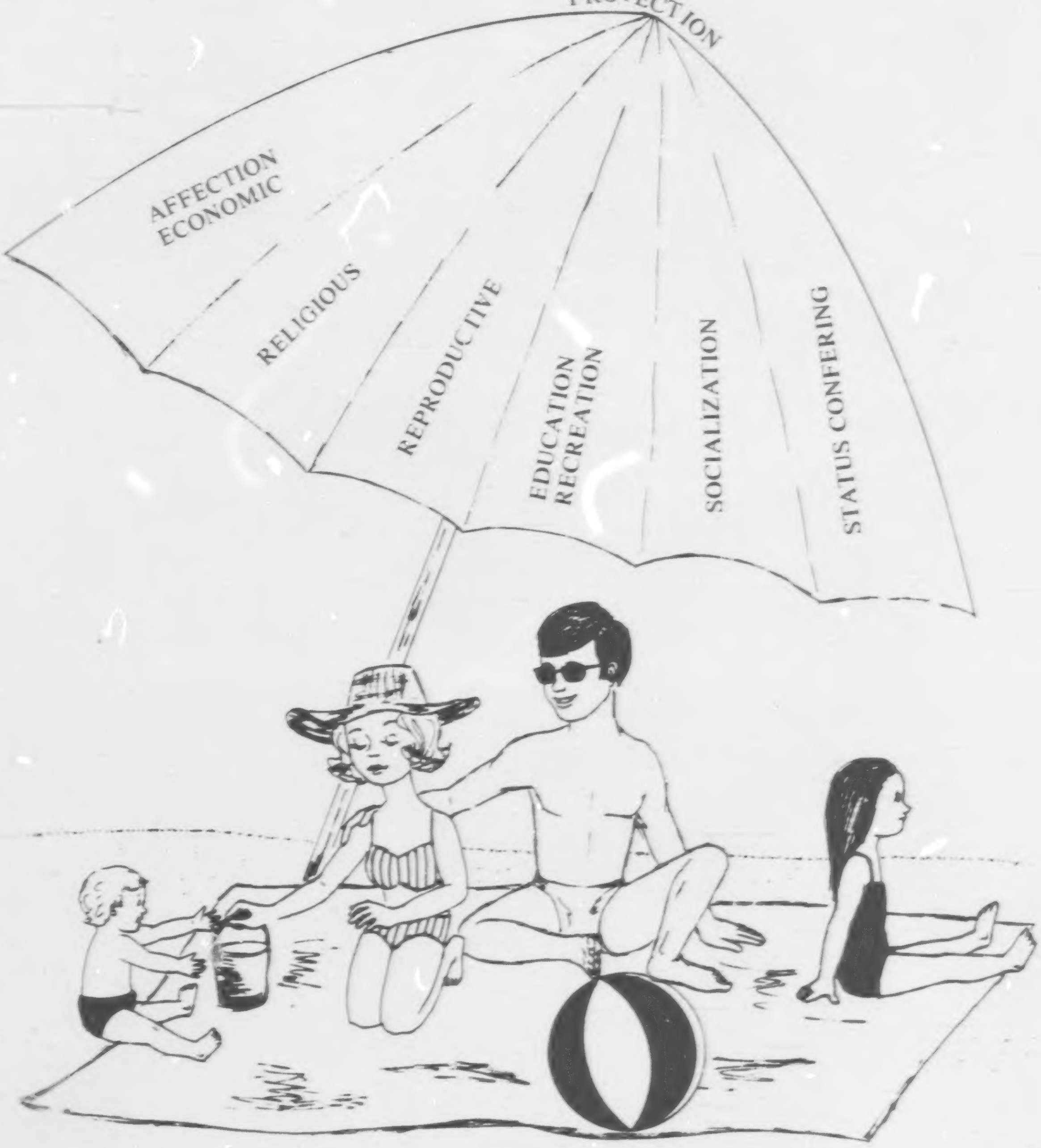


STAGES IN FAMILY LIFE CYCLE

K-62

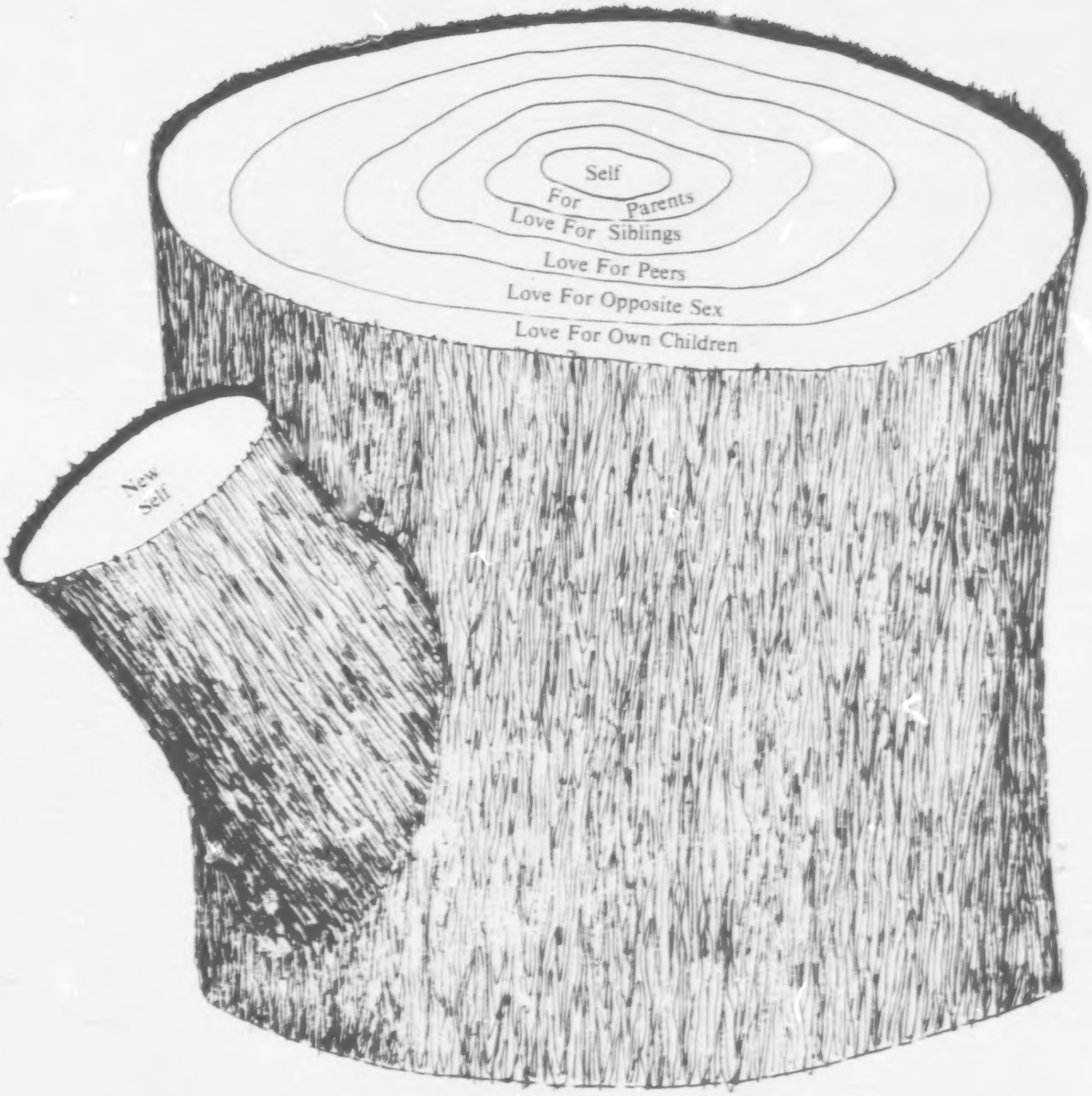


FAMILY TYPES



FAMILY FUNCTIONS

CIRCLE OF LOVE



The Multiple Roles of Women

SAMPLE QUESTIONNAIRE

YOUR HOME ENVIRONMENT

Complete and discuss the following points to stimulate student thinking.

Let's explore some ideas you have about home as an environment.

1. Home means different things to different people. Pause for a moment and think about your idea of what a home is. Jot down your ideas below.

2. There probably are some things about your home environment you consider important and satisfying. List them in order of their importance to you.

3. How might another person or family member living in your home answer question number 2?

4. There sometimes are limitations so you cannot achieve all that you would like to in your home. What are these limitations? Suggest ways to achieve what you want in spite of these limitations.

5. Consider some ways that your home affects your behavior. For example: where and when can you——————

	where	when
have a friend over		
have a party		
play with a pet		
watch TV		
eat a meal		
talk on the phone		
listen to a radio or stereo		
be alone		
read or study		
play, dance, sing, shout		

6. Can you do any of these activities in more than one place in your home? Why/Why not? Can you do these things only at certain times? Why?

7. Suggest ways to make your home more flexible so more of these activities could be done in more places and at other times.

Kentucky Curriculum Guide, 1971.

THOUGHT SHEET

ON RECOGNIZING AND APPRECIATING BENEFITS FROM HOME

Directions: Complete the following statements in relation to your home. Write your first thought as you reach each sentence.

1. When I am tired, I can ____________________ .
2. When I need to be alone ____________________ .
3. People like to come into our home ____________________ .
4. To me, my bedroom is ____________________ .
5. In referring to my home, other people ____________________ .
6. My drawers are not to be opened by ____________________ .
7. When I want to visit with my father ____________________ .
8. When I wish to work on a hobby ____________________ .
9. When small children play in our house ____________________ .
10. When I want to study ____________________ .
11. When I entertain friends, my family ____________________ .
12. I have a favorite chair in the living room because ____________________ .
13. The temperature in my home ____________________ .
14. My mother makes our home ____________________ .
15. When I am away from home ____________________ .
16. I like cleaning day because ____________________ .
17. The furniture in my room ____________________ .
18. Our family ____________________ .

Now that you have completed your statements, go back over them and list the general benefits you have from your home.

Kentucky Curriculum Guide, 1971

BULLETIN BOARD IDEA

APPRECIATION OF THE BENEFITS OF A HOME

Concept: Appreciation of the benefits of a home

Generalization: Housing enables a man to satisfy some of his basic *psychological, physiological* and *social* needs.

(1) House is made from 3 yellow sheets of construction paper.
(2) Students pull open each room (paper folds back).
(3) Pipe cleaner people are inside each room. Each is labeled.

Social Room
Friendship
Security

Psycholegical Room
Interests
Privacy
Beauty

Physical Room
Comfort
Location
Convenience
Health
Safety
Economy

This information could be put on a card and filed in a file box of "Bulletin Board Ideas" under a heading such as "Housing".

Kentucky Curriculum Guide, 1971.

SAMPLE SURVEY STUDY HABITS

Directions: Complete the following phrases with the first word or phrase that comes to your mind in relation to studying.

1. When I come home from school, I put my books ______________________________ .
2. I usually study about ____________ minutes each day.
3. I usually study in the ______________________ . (room)
4. I like to do my homework ____________________ . (time of day)
5. When I want help with my homework, I ______________________________ .
6. I keep my private papers ______________________________ .
7. I always have to hunt for my ______________________________ .
8. I study best when ______________________________ .

SAMPLE CHECKLIST FOR EVALUATING STUDY AREA

Directions: Check those which apply to the place you do your homework.

	I have	I would like to have
I. Area		
A. separate room	____	________
shared room	____	________
other	____	________
II. Furnishings		
A. desk	____	________
table	____	________
other	____	________
none	____	________
B. chair		
straight	____	________
lounge	____	________
C. storage space		
for books	____	________
for paper and pencils	____	________
D. light		
window	____	________
lamp	____	________
a. high wattage bulb	____	________
b. located on left	____	________

III. Summary. Write a short paragraph on what you could do to improve your homework area.

Kentucky Curriculum Guide, 1971.

ROOM SAFETY

Make your room a safe place by following these suggestions. Add others you may think of later.

1. Arrange the furniture in your room so that the passageways to the closet and to the hallway are clear.
2. Avoid placing clothing in the closet too near the closet light.
3. Store heavy boxes carefully; if they must be placed on the closet shelf, see that they are placed there securely.
4. Keep dresser drawers and closet doors closed.
5. Place dressing-table lamps and study lamps where they will not be knocked over and where their cords will not cause someone to trip or stumble over them.
6. Avoid using small scatter rugs on slippery floors unless they have nonskid backing on them.
7. In reaching high places in your room, as in painting, in hanging curtains, or in cleaning, use a sturdy ladder or stepstool rather than a chair.
8. Avoid entering your closet with a cnndle or match which is lighted.

TEEN GUIDE TO HOMEMAKING: [Third Edition]
Marion S. Barclay
Frances Champion
Jeanne Hayden Brinkley
Kathleen W. Funderburk

HOME SAFETY—WHAT'S YOUR SCORE?

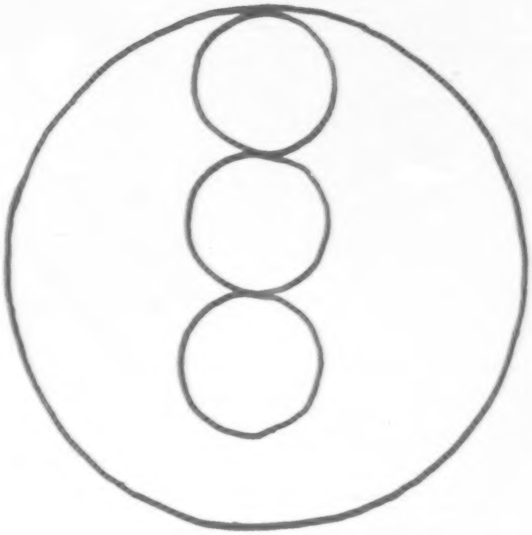
Check either the blank under Yes or No

Yes No
___ ___ 1. Do you keep the floors of your home free from any obstacles that might cause a fall?
___ ___ 2. When grease or anything slippery is spilled on your floor, do you clean it up immediately?
___ ___ 3. Do you use a stepladder rather than a chair to reach high places?
___ ___ 4. Do you use safety rather than friction matches in your home?
___ ___ 5. Do you light a match by striking it away rather than toward your body?
___ ___ 6. Do you provide for safe disposal of lighted matches in all parts of the house?
___ ___ 7. Are matches out of reach of children?
___ ___ 8. Do you lift covers of steaming saucepans away from you?
___ ___ 9. Do you keep handles turned to the center of the stove?
___ ___ 10. Do you test water temperature before putting whole hand in it?
___ ___ 11. Do you have clear poison labels on bottles?
___ ___ 12. Do you discard all leftover medicines?
___ ___ 13. Do you provide for safe storage of knives?
___ ___ 14. Do you immediately repair frayed electrical cords?
___ ___ 15. Do you place pins in your mouth?
___ ___ 16. Do scatter rugs in your home have nonskid anchors?
___ ___ 17. Do you keep a first-aid kit handy in your home?
___ ___ 18. Do you know how to treat a burn?
___ ___ 19. Do you use a sharp knife by cutting away from your body?
___ ___ 20. Is your bottom basement stair well lighted or painted white?
___ ___ 21. Do you remember to never put hand inside radio or television set?
___ ___ 22. Do you open garage door before starting car?
___ ___ 23. Do you permit electrical applicances to be used in your bathroom?
___ ___ 24. Do you store such items as boxes or cans on steps of stairways?
___ ___ 25. Do you know where the shutoffs for your gas, water and electricity are located?

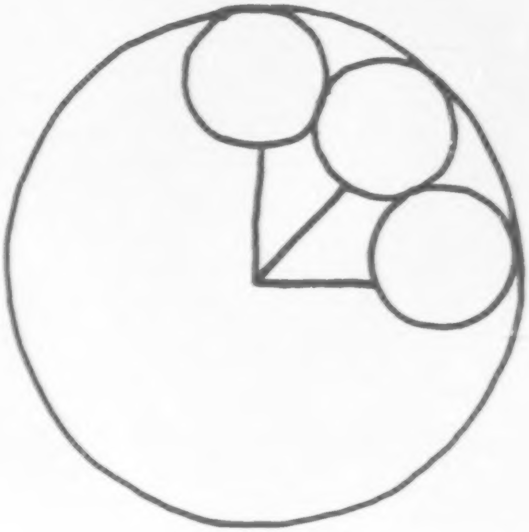
PROGRAM PLANNING FOR HOME ECONOMICS IN SECONDARY SCHOOLS OF MINNESOTA: Curriculum Bulletin No. 12D; State of Minnesota, Department of Education, 1968.

WORK SHEET ON COLOR HARMONIES

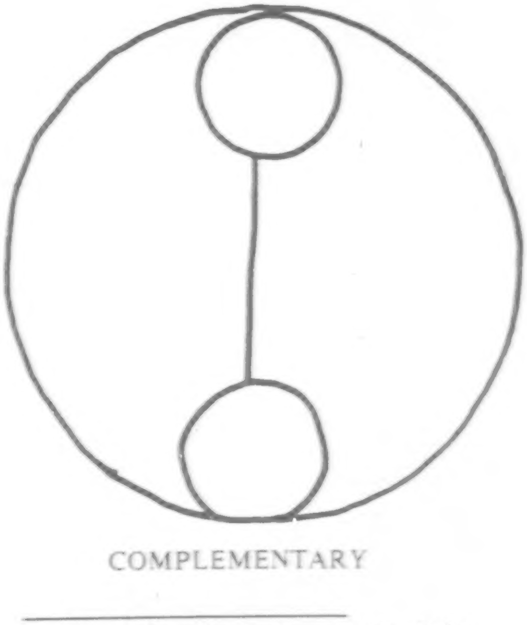
Use your favorite colors or combinations of colors. Make the color harmonies named below with water colors.



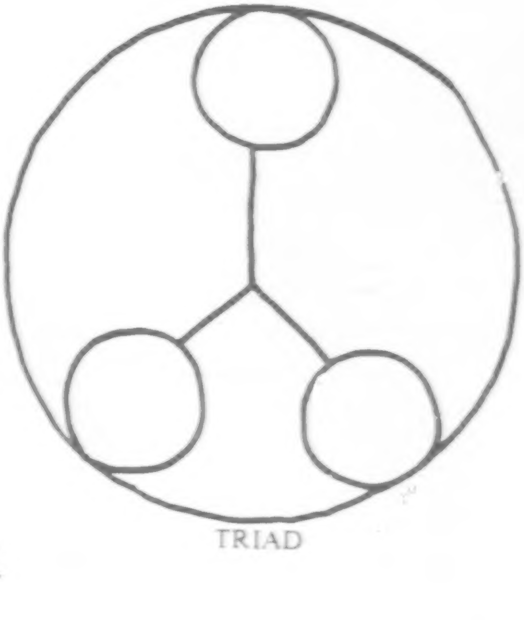
MONOCHROMATIC



ANALOGOUS



COMPLEMENTARY



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Kentucky Curriculum Guide, 1971.

WORK SHEET ON COLOR

DIRECTIONS: [Read Carefully]

A. The primary colors are blue, yellow and red. These will be the **only colors*** that you will need to answer the following questions.
B. The mixing of equal amounts of two primary colors produces a **secondary color.**
C. The mixing of equal amounts of a **primary** and the **secondary** next to it on the color wheel produces an **intermediate color.**
D. By mixing your own colors, each of you should be able to answer the following questions.

1. ________ , ________ and ________ are the hues from which all other colors can be derived; hence, they are called the primary colors.
2. ________ is the secondary color made from ________ and ________ .
3. ________ is the secondary color made from ________ and ________ .
4. ________ is the secondary color made from ________ and ________ .
5. State the rule that applies to numbers 2, 3 and 4. ____
6. ________ is the intermediate color produced by mixing the primary ________ with the secondary ________ .
7. To lighten a color or make a tint, add ________ .
8. To make a hue darker, one should add ________ to make its shade.
9. There are two ways of making a bright color appear grayed or softer. To gray a color or make it less intense, one may add either ________ or ________ to the color.
10. Colors associated with objects we normally think of as being warm are called "warm colors". Of the three primary and the three secondary colors, ________ and ________ and ________ are the warm colors.
11. Colors associated with objects we think of as being cool are called "Cool colors". Of the three primary and the three secondary colors, ________ , ________ and ________ are the cool colors.
12. ________ , ________ and ________ colors on the color wheel seem to advance or would make furnishings appear heavier.
13. ________ , ________ and ________ colors on the color wheel seem to recede and would therefore make the furnishings more smaller.
14. ________ is another name for the world "color".

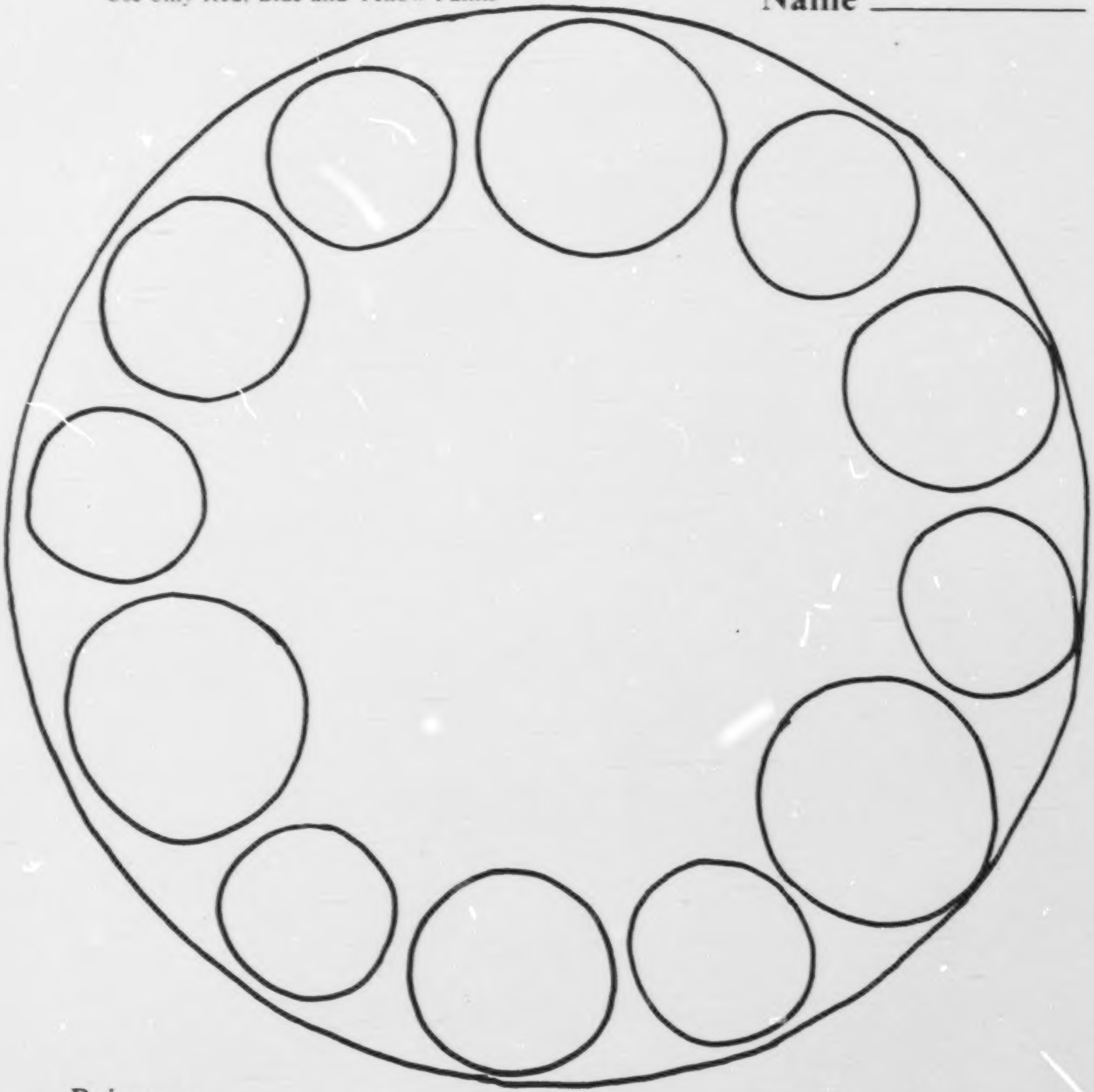
---

* Water colors or food coloring.
Kentucky Curriculum Guide, 1971.

Color Wheel

Use only Red, Blue and Yellow Paints

Name ____________



Primary
Secondary
Intermediate

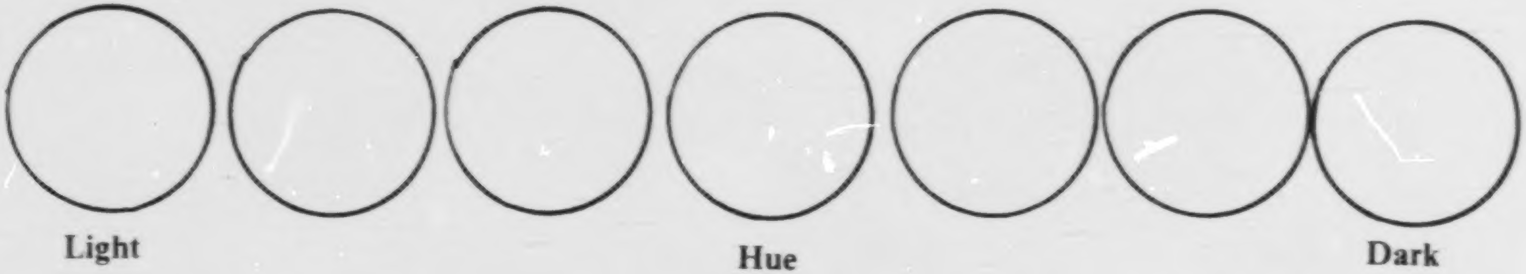
Identify color schemes:

Monochromatic
Analogous
Triadic
Complementary
Split-complementary
Accented nuetral

Red line
Blue line
Yellow line
Broken line
Black line

Value Chart

Name ____________________



K-75

Intensity Chart

ART COMPONENTS THOUGHT QUESTIONS

1. The principle of design that centers interest on the most important thing in any arrangement is the art principle that is termed ____________ .

2. ____________ is the principle of design that produces a feeling of rest and contentment. It may deal with arrangement, color, with quantity or number.

3. The principle of design that suggests connected movement is termed ____________ . It can be reproduced by graduation, repetition, transition, radiation or opposition.

4. ____________ is the expression of an agreeable combination or parts that produce a connected whole. Shapes, textures, sizes, colors and ideas are related to one another.

5. ____________ means the shape of one area in relation to the whole that contains it. It is the law of relationship which demands that all space divisions be pleasingly related to each other and to the whole.

BULLETIN BOARD IDEA

"What's My Line"

(sketches or pictures of flower arrangements with their basic line superimposed on them. Names of lines are scattered on strips in the center of the board.)

Kentucky Curriculum Guide, 1971.

WORKSHEET OR BULLETIN BOARD IDEA ON "WHICH ARRANGEMENT DO YOU PREFER?"*

In the dresser are:
  lingerie
  hose
  scarfs
  cosmetics

In the closet are:
  dresses
  shirts and blouses
  coats
  hats
  purses

On the closet door are:
  shoes

In or on the desk are:
  books
  school notes

Pretend that you are in each of these rooms dressing. Draw lines where **you** would walk. Draw one line for each time **you** would walk from one place to another. Now which arrangement do you prefer?

What difference Does It Make?

If things you use in one "operation" are stored near each other:

1. Extra steps are eliminated.
2. You can use the time and energy you save to do something else that may give you more satisfaction.
3. Tow persons may use a room with less confusion.

Suggestions for use: This technique was developed for middle adolescence but it may be used with late adolescence and adults. The teacher may find it desirable to draw a large scale room on the blackboard and with chalk lines show students how to trace paths. Girls and boys could also use their own rooms to evaluate different arrangements of storage space.

An interesting bulletin board could be made by drawing a large scale room on heavy cardboard or fiberboard. A colored string, fastened by pins or tacks, could be used to trace traffic between the different storage areas.

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*Pennsylvania Curriculum Guide

WORKSHEET ON FURNITURE ARRANGEMENT*

Goal: To be able to recognize and apply art principles in furniture arrangement.

Living Room Furniture

1. Easy chair
2. Table
3. Lamp
4. Easy chair
5. Table
6. Bookcase
7. Easy chair
8. Table
9. Lamp
10. Easy chair
11. Desk
12. Desk chair
13. Fireplace
14. Bookcase
15. Sofa
16. Coffee table
17. Lamp

Directions: Consider each of the following statements describing an attractive and conveniently arranged living room. If the statement is true of the living room pictured above, write (X) in the appropriate blank at the left. If the statement is not true, write (O) in the blank.

____ 1. Chairs and sofas are grouped for conversation.
____ 2. Lamps are placed where they are convenient for use.
____ 3. Clear passageways are left between doorways and the various centers of activity in the room.
____ 4. The large pieces of furniture are placed to balance each other against the four walls.
____ 5. The writing desk has a good light and is placed away from the conversation center or group.
____ 6. Windows are free from obstructions so that they may be opened or closed easily.
____ 7. Tables are placed where they are convenient for use.

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*Pennsylvania Curriculum Guide

CHECK CHART FOR INDIVIDUAL PREFERENCES IN HOUSING

Location

☐ City
☐ Country
☐ Suburb
☐ Development
☐ Other Country
☐ Outer Space

Type of Housing

☐ Apartment
☐ House
☐ Mobile Home
☐ Condominium
☐ Under Water
☐ Underground
☐ Geodesic Dome
☐ Grass Huts
☐ Tents
☐ Igloo
☐ Tree House
☐ Boat

What makes you happy?

☐ Privacy
☐ Entertaining
☐ Hobby
☐ Comfort
☐ Beauty
☐ Gardening

Things Which Most Affect Choice

☐ Cost
☐ Appearance
☐ Size
☐ Location
☐ Lay-out
☐ Size of Family
☐ Other

PRE-TEST RELATED TO FINANCING HOMES

Because it involves a major investment, most families buy a home only once or twice during a life time.

Only a small percentage of those who buy real estate can afford to pay the entire purchase price in cash. Most people make a down payment and raise the rest of the money needed to buy the property by means of a mortage.

This pre-test will allow the student and teacher to ascertain the student's present state of knowledge regarding mortgages and to point out areas where study will be most beneficial.

Directions: On your answer sheet number from one to ten. After each number place the letter: (T) if the statement is true and an (F) if the statement is false. Check your answers with your teacher.

1. Mortgage loans are only granted to those who can make a 10% down payment.
2. Monthly mortgage payments do not really pay much towards a house at first; they go mainly for interest.
3. In a land contract the seller holds the title until the loan is paid in full.
4. Most people manage to borrow the total cost of their house from a lending institution with small down payment.
5. To amortize a loan is to gradually pay back the loan with a preplanned series of monthly payments.
6. The basic function of the FHA is to inspect homes for a mortgage.
7. The real estate broker is the only source a couple can go to for information on home mortgage loans.
8. It is a good rule of thumb that the monthly payments should be one quarter of one's monthly income.
9. Both husband and wife's salary could be considered in figuring the size of mortgage if the wife is beyond the child bearing stage.
10. FHA will insure a mortgage granted to an unmarried person.

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Pre-test Key:

1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. T
9. T
10. F

Mercy College Detroit Curriculum Guide

DEFINITION OF TERMS

Abstract of Title—A legal paper that cites the history of a property. It lists the chain of previous owners, when each bought and sold the land, and the price each paid.

Amortize—To provide for the gradual repayment of a loan or payment of a debt.

Appraisal—An estimated value placed upon property.

Closing Statement—An accounting of funds in a real estate sale made by the broker to the seller and buyer.

Deed—A document which conveys title to real estate from seller to buyer.

Default—Failure to meet an obligation when due.

Earnest money—Down payment made by the purchaser of real estate as evidence of good faith.

Equity—The interest or value which an owner has in real estate over and above the mortgage against it.

Escrow—A deed delivered to a third person for the grantee to be held by him until the fulfillment or performance of some act or condition.

F.H.A.—Federal Housing Administration: an agency of the federal government that insures real estate loans.

Finder's Fee—A fee or commission paid to a broker for obtaining a mortgage loan for a client.

Firm Commitment—A commitment by the F.H.A. to insure a mortgage on specified property with a specified mortgagor.

Foreclosure—A court process instituted by a mortgagee to defeat any interest or redemption which the debtor-owner may have in the property.

G.I. Loan—Loan guaranteed by the Veteran's Administration under Servicemen's Readjustment Act of 1944, as amended: only honorably discharged veterans and their wives are eligible.

Land Contract—A contract for the purchase of real estate upon installment basis. Upon payment of last installment the deed is delivered to purchaser.

Lien—A claim which one person has upon property of another as security for a debt or charge.

Mortgage—A special kind of loan for buying a house.

Mortgagee—A person to whom property is conveyed as security for a loan made by such a person.

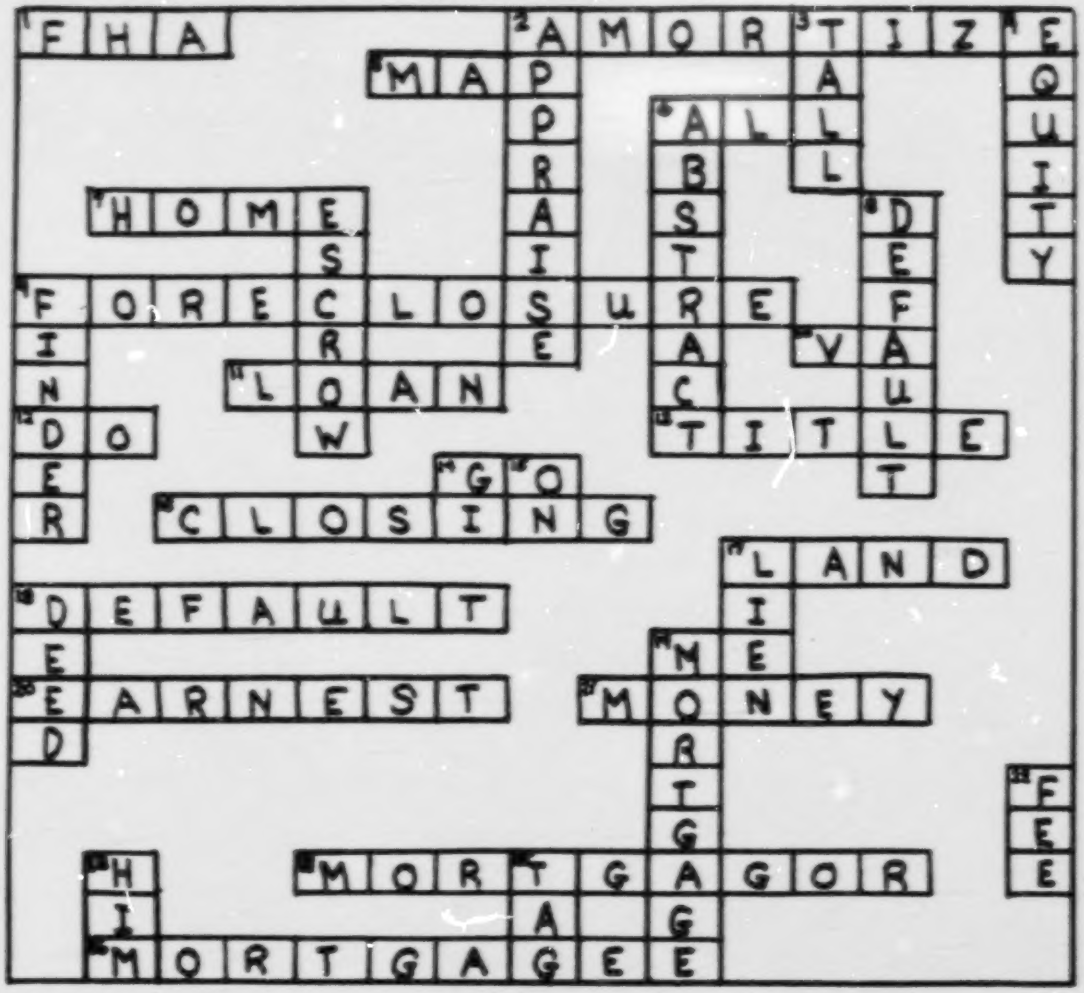
Mortgagor—An owner who conveys his property as security for a loan.

Open-end Mortgage—Permits the borrower to obtain more money at a later date under terms of the original mortgage.

Points—The difference between F.H.A. interest rate and the interest rate currently charged in the market.

Mercy College Detroit Curriculum Guide.

Crossword Puzzle



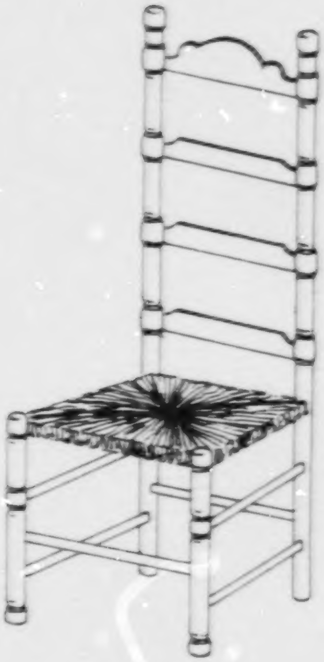
ACROSS

1. Abbreviation of Fed. Housing Ad.
2. Gradually repay loan.
5. Tells location
6. Everything
7. Family dwelling
9. Repossession for non-payment
10. Loan guaranteed by Veterans Ad.
11. Money to exchange for a promise to pay
12. Accomplish
13. Evidence of ownership
14. Proceed
16. An accounting of funds in real estate sale
17. The dry part of the earth surface
18. Failure to meet obligation when due
19. Myself
20. Down payment by purchaser of real estate as evidence of good faith
21. Currency
24. A person receiving a loan
26. A person giving a loan

DOWN

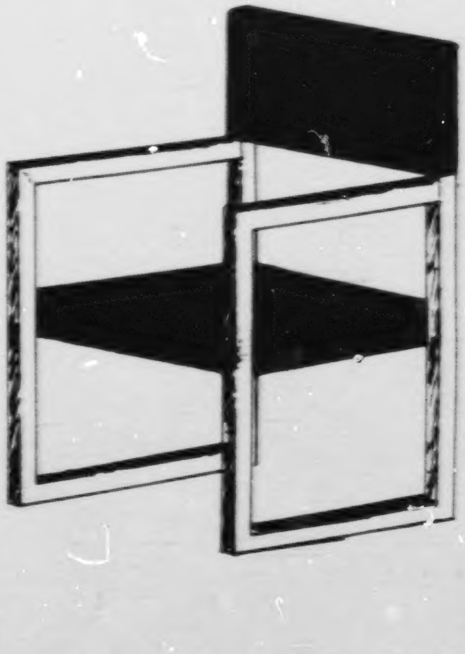
2. An estimated value of property
3. Opposite of short
4. Share of ownership
6. Legal paper stating history of property
8. Failure to meet obligation when due
9. A broker aiding a client in obtaining a loan
16. Statement in writing stating transfer of real property
19. Loan
22. Charge
23. Objective case of he
25. A children's game

Early American



Traditional

Contempory



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"Be Sharp! Don't Be Cheated." New York: Xerox, 600 Madison Avenue, 10020.

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"Consumer Protection FDA Packet B: Drugs and Cosmetics." Washington, D.C.: Superintendent of Documents, 1965.

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"Economics and the Consumer." New York: Joint Council on Consumer Education, 1212 Avenue of the Americas, 10036.

"Facts on Car Care." Akron, Ohio: Jack B. Scarcliff, Director of Consumer Affairs, 1200 Firestone Parkway (free).

"Family Economics Review." Hyattsville, Maryland: Consumer and Food Economics Research Div., U.S. Dept. of Agriculture, Federal Center Building.

"A Family Guide to Property and Liability Insurance." New York: Educational Division, Insurance Information Institute, 110 William Street, 1967.

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"A Guide to Budgeting for the Young Couple." Washington, D. C.: (Cat. No. A 1.77: 98/3), Superintendent of Documents (GPO), 1968.

"Helping Families Manage Their Finances." Washington, D.C.: Dept. of Agriculture, Home Economics Research Report (No. 21, Cat. No. A 1.87: 2 1/2), Superintendent of Documents (GPO), 1968.

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"Insights Into Consumerism." New York: J. C. Penney, Inc., 1301 Avenue of the Americas, 10019.

"Keeping Our Money Healthy." New York: Federal Reserve Bank of New York, 33 Liberty Street (free).

Lindberg, Peter. "Are You Making the Best Use of Your Credit?" Des Moines, Iowa: Better Homes and Gardens, Meredith Corp., 1716 Locust Street, 50303 ($.50).

"Managing Your Money." Washington, D.C.: Superintendent of Documents (GPO), 1964.

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Changing Times: The Kiplinger Magazine. (Order from Kiplinger Magazine Washington Editors, Inc., 1729 H Street N.W., Washington, D.C. 20006—monthly subscription-$6.00).

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Consumer Bulletin. (Order from Consumers' Research, Inc., Washington, N.J. 07882—monthly $8.00).

The Consumer Educator. (Order from National Association of Secondary School Principals, 1201 16th Street N.W., Washington, D.C., 20036—$2.00/yr.).

Consumer Legislative Monthly Report. Office of Consumer Affairs, Washington, D.C.—monthly issue.

Consumer Reports. (Order from Consumers Union of the United States, Inc., 256 Washington Street, Mt. Vernon, New York 10550—monthly $6.00).

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The Exchange. (Order from New York Stock Exchange, 11 Wall Street, New York 10005—monthly $2.50).

Illinois Teacher for Contemporary Roles. (Order from Illinois Teacher, 342 Education Bldg., Univ. of Illinois, Urbana, Illinois 61801—$5.00).

Journal of Consumer Affairs. (Order from American Council on Consumer Interests, 238 Stanley Hall, Univ. of Missouri, Columbia, Missouri 65201—semiannual membership).

Penney's Forum. (Distributed by Managers of J.C. Penney Stores—bi-yearly, free).

Quotable Information for Home Economics. (Order from Cooperative Extension Service, 1787 Neil Avenue, Columbus, Ohio 43210—free).

Road Maps of Industry. (Order from The Conference Board, 845 3rd Avenue, New York, New York 10022.)

Teaching Tools for Consumer Education. (Order from Consumers Union, Consumer Reports, 256 Washington Street, New York, New York 10550.)

Teaching Topics. (Order from Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.)

Tips and Topics. (Order from College of Home Economics, Texas Tech University, Box 4170, Lubbock, Texas—quarterly $3.00)

Wall Street Journal. (Order from Dow Jones and Co., Inc., 30 Broad Street, New York, New York 10004—daily $32.00).

Films:

Democracy: Your Choice Can Be Heard. Chicago: Coron Films, n.d. (18½ min. Order from Coronet Inst. Films, 65 East South Water Street, Chicago, Illinois 60601; B/W, $120.00, color, $240.00; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, Illinois 61822, write for information.)

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Banking in Action. New York: Association Films, Inc., n.d. (Color, 20 min. Order from The American Banker's Association, Public Relations Dept., 90 Park Avenue, New York 10016, $94.50; rental, Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207—free loan.)

The Better Business Story. New York: National Better Business Bureau, Inc. n.d. (Color, 27 min. Order from local Better Business Bureau Offices—free loan.)

Complete **Consumer Education Series.** Doubleday Multimedia, Box 11607, Santa Ana, California 92705.

—#73001M with records	$73.50
—#73002M with cassettes	$85.50

THE ALL-AMERICAN CONSUMER

—#73011M with record	$13.50
—#7312M with cassette	$15.50

DECISIONS, DECISIONS

—#73031M with record	$13.50
—#73032M with cassette	$15.50

GETTING AHEAD OF THE GAME

—#73041M with record	$13.50
—#73042M with cassette	$15.50

HOW TO BE A LOSER

—#73061M with record	$13.50
—#73062M with cassette	$15.50

THE LAW AND YOUR POCKETBOOK

—#73051M with record	$13.50
—#73052M with cassette	$15.50

YOUR MONEY - NOW YOU SEE IT, NOW YOU DON'T

—#73021M with record	$13.50
—#73022M with cassette	$15.50

Consumers Want to Know. Mt. Vernon, New York: Consumer's Union of the U.S., Inc., 30 min. (free loan).

Credit. New York: Dunn and Bradstreet, n.d. (Color, 14 min. Order from Modern Talking Picture Service, 1411 Slocum Street, Dallas, Texas 75207—free loan.)

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How to Invest and Why. New York: Merrill, Lynch, Pierce, Fenner and Smith n.d. (B/W, 20 min. Order from Sterling Movies, Inc., 43 West 61st Street, New York 10023—free loan.)

Life of a Check. Boston, Mass.: Massachusetts Bankers Association, Inc., n.d. (Color, 12 min. Order from Director of Marketing and Public Affairs, Massachusetts Bankers Association, Inc., Suite 1110, 124 High Street, Boston, Mass., MA 12110, $125.00—free loan.)

Films (Continued)

The Owl Who Gave A Hoot. New York: Modern Talking Picture Service, 1212 Avenue of the Americas, 10036, Office of Economic Opportunity—free loan (20 min.)

Personal Financial Planning. Washington, D.C.: National Consumer Finance Association, 1960. (Color, 11 min. Order from Association-Sterling Films, 8615 Directors Row, Dallas, Texas 75247 —free loan.)

Wise Use of Credit. Bloomington, Indiana: Indiana University Audio Visual Center, Bloomington 47401, $200.00; rental $12.00).

Filmstrips:

Automobile Insurance. New York: Insurance Information Institute, n.d. (55 frame filmstrip, record, 15 min., color. Order from Insurance Information Institute, 110 William Street, New York 10038 —free loan.).

Charge It Please. Madison, Wisconsin: Visual Education Consultants, Inc., n.d. (Color, 18 frames, silent. Order from Visual Education Consultants, Inc., Box 52, Madison, 53701—$3.95).

Credit Sources. Madison, Wisconsin: Visual Education Consultants, Inc., n.d. (18 frames, silent. Order from Visual Education Consultants, Inc., Box 52, 53701—$3.95).

Dollars for Health. New York: Health Insurance Institute, n.d. (60 frame filmstrip, 15 min., color. Order from Health Insurance Institute Education Division, 488 Madison Avenue, New York 10022, puchase $3.00; free loan).

The Installment Contract. Madison, Wisconsin: Visual Education Consultants, Inc., 53701——$3.95).

The Role of Consumers. New York: Joint Council on Economic Education, n.d. (130 frames, booklet. Order from Joint Council on Economic Education, 2 West 16th Street, 10036—$7.00).

Transparencies:

3M Education Press, Box 3100, St. Paul, Minnesota 55101

Consumer: Who? Why? How?	- 15-3529-3
Evaluating Advertising	- 15-3534-3
Using Credit With Understanding	- 15-3530-1
Dollar Stretching Practices	- 15-3541-8
Stopping Leaks in Family Spending	- 15-3542-8
Truth In Lending	- 15-3599-6

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HOME MANAGEMENT

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Goodyear, Margaret, and Klohr, Mildred. **Managing for Effective Living.** New York: John Wiley and Sons, Inc., 1965.

Keffers, Camille. **Living Poor.** Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

Kaufman, Bel. **Up the Down Staircase.** Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Kluckhohn, F. R., and Strodtbeck, F. L. **Variations in Value Orientations.** Evanston, Illinois: Row Peterson and Co., 1961.

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#59-128 Genetic Counseling
#59-60 Questions and Answers on Birth Defects
#54-6-27 Progress in Prevention of Birth Defects
#59-93 Birth Defects
#59-130 Fast Facts About Sickle Cell Anemia
#59-108 Are You His/Her Type?
#54-6-26 Preventing Birth Defects Cause by Rubella and Rh Blood Disease

Pre-Natal Care:
#59-126 It's Possible
#54-6-28 Venereal Diseases and Birth Defects
#54-6-25 Prenatal Care To Prevent Birth Defects
#59-95 Be Good To Your Baby Before It is Born
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#59-97 Confidential
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#144 - Understanding Your Child - From 6 to 12
#149 - How To Tell Your Child About Sex
#154 - How To Discipline Your Child
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#163 - 3 to 6: Your Child Starts To School
#165 - Genetics - The Science of Heredity
#173 - So You Want To Adopt A Baby
#210 - The Retarded Child
#216 - How To Teach Your Child About Work
#219 - How To Help Your Handicapped Child
#223 - Homes For Foster Children
#231 - How To Choose A Camp For Your Child
#234 - Coming of Age - Problems of Teenagers
#239 - The Shy Child
#247 - The Modern Mother's Dilemma
#254 - Your Child's Sense of Responsibility
#264 - Your Child's Emotional Health
#274 - You and Your Adopted Child
#282 - The Unmarried Mother
#285 - Your Child's Friends
#287 - The One Parent Family
#288 - How Retarded Children Can Be Helped
#291 - Your Child May Be A Gifted Child
#293 - The Only Child
#309 - Why Can't You Have A Baby?
#310 - How To Choose A Nursery School
#321 - You and Your Child's School
#323 - Children and TV
#339 - Parents' Guide to Children's Vision
#349 - The Retarded Child Gets Ready For School
#350 - Right From the Start - Early Immunization
#352 - Serious Mental Illness In Children
#353 - Your New Baby
#357 - What Should Parents Expect From Children
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- **Venereal Disease: A Present Danger**
- **Family Planning Today**
- **The Population Explosion**
- **Masculinity and Femininity**
- **Growing Into Manhood** (Junior High Level)
- **Growing Into Womanhood** (Junior High Level)
- **Becoming a Woman: Maturation and Growth**
- **Becoming a Man: Maturation and Growth**
- **Understanding Human Reproduction**
- **Understanding Human Reproduction: A Middle School Approach**
- **Babysitting: The Job—The Kids**
- **Parenthood: Myths and Realities**

March of Dimes, The National Foundation. Box 2000, White Plains, New York 10602. (free loan)

- **An American Phenomenon**
- **In Touch With Life**
- **Keep on Walking**
- **Diagnosis Before Birth**
- **Tomorrow Happens Today**
- **Straight Talk About Pregnancy and Prenatal Care** (slides)
- **More Than Love**

Mental Health Film Library, Division of Mental Hygiene. 1210 State Office Building, 65 South Front Street, Columbus, Ohio 43215.

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- **Aggressive Child**
- **Terrible Two's and Trusting Three's**
- **Frustration Four's and Fascinating Fives**
- **Sociable Six to Noisy Nine**
- **Ten To Twelve**
- **He Acts His Age**
- **Answering The Child's Why**
- **Bright Boy—Bad Scholar**
- **Children's Emotions**
- **Children's Fantasies**
- **Children's Play**
- **Sibling Relations and Personality**
- **Sibling Rivalries and Parents**
- **Baby Meets His Parents**
- **Helping The Child To Face The Don't's**
- **Helping The Child To Accept The Do's**
- **Fears of Children**
- **Human Beginnings**
- **Human Heredity**
- **Know Your Baby**
- **Preface To A Life**
- **A Study In Maternal Attitudes**
- **Why Won't Tommy Eat?**
- **Your Children and You**
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Ohio Department of Health, Division of Health Education, 450 E. Town Street, Box 118, Columbus, Ohio 43216.
Dance Little Children (Venereal Disease)
The Innocent Party (Venereal Disease)
The Invader (Syphilis)
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Human Reproduction
Poisons Around The Home
ABC of Babysitting
Children At Play With Poison
Food As Children See It
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You and Your Baby Come Home
Nine Months To Get Ready
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Know Your Baby
Labor and Childbirth
Baby Goes Home
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J.C. Penney Co., Inc. **Toys and Activities for the Preschool Child.** 1301 Avenue of the Americas, New York, New York 10019.

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Coronet. **Nutritional Needs of Our Bodies.**

Films: (Continued)

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Flagg Films, Inc. **Secrets for a Happy Hostess.**

General Mills, Inc. **One Loaf of Bread.**

General Mills, Inc. **This Is Betty Crocker.**

Gordon-Henderson Productions. **Safety in the Kitchen.**

Lawry's. **A New Art of Cooking.**

Metropolitan Life Insurance Co. **A Song of Arthur.**

National Educational Media, Inc. **Dining Room Sanitation.**

National Educational Media, Inc. **Sanitation: Rules Make Sense.**

National Educational Media, Inc. **Sanitation: Why All The Fuss?**

Pan American Coffee Bureau. **The Coffee That Came to Dinner.**

Pan American Coffee Bureau. **This Is Coffee.**

Rice Council. **The Story of American Rice.**

Sterling Educational Films. **Food for Health.**

Sterling Educational Films. **Food Groups and How To Cook Them.**

Sterling Educational Films. **Kitchen Management Principles.**

Sunkist Growers, Inc. **The Real Talking-Singing Action Movie About Nutrition.**

U. S. Dept. of Agriculture. **That the Best Will Be Ours . . . A Story of Meat and Poultry.**

Wexler Films. **Food for a Modern World.**

Filmstrips:

American Home Economics Association. **Jobs for You: It's Happening in Home Economics.**

Association - Sterling Films, Inc. **Dish Washing: A Dirty Story.**

Cereal Institute. **Breakfast and the Bright Life.**

Douglas Film Industries. **All About Cookware.**

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General Mills, Inc. **Beautiful Cakes.**

General Mills, Inc. **Biscuits, Plain and Fancy.**

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General Mills, Inc. **Cooky Wise.**

General Mills, Inc. **Flair With Frostings and Desserts.**

General Mills, Inc. **Mealtime Planning.**

Generral Mills, Inc. **Modern Cookery Instantized.**

General Mills, Inc. **Muffin Making.**

General Mills, Inc. **The How and Why of Packaging.**

General Mills, Inc. **Yeast Breads.**

Guidance Associates. **A New Horizon: Careers in School Food Service.**

Manufacturing Chemists Assoc., Inc. **Food Through the Ages.**

Manufacturing Chemists Assoc., Inc. **Science Tells Why - Food Additives.**

Money Mangement Institute of the Household Finance Corp. **Spending Your Food Dollars.**

National Dairy Council. **Your Food—Chance or Choice?**

Photo Lab, Inc. **Food Value Stretchers: Recipes Using Evaporated Milk and Other Donated Food.**

Photo Lab, Inc. **How To Buy Beef.**

Photo Lab, Inc. **How To Buy Eggs.**

Photo Lab, Inc. **How Food Affects You.**

PhyLab, Inc. **Improving Teen-age Nutrition.**

Photo Lab, Inc. **Revelations of a Register Tape or the Baffling Case of the Family Grocery Bill.**

Photo Lab, Inc. **Science and Food for Freedom.**

Photo Lab, Inc. **Selecting and Buying Food for the Young Family.**

Rubbermaid, Inc. **How to Save Thirty Minutes A Day.**

Rubbermaid, Inc. **New Room in Your Kitchen.**

Rubbermaid, Inc. **Small Wonders in the Kitchen.**

Filmstrips: (Continued)

Sears, Roebuck and Company. **Fashions in Dining.**

Sears, Roebuck and Company. **Your Space Age Kitchen.**

Small Homes Council - Building Research Council. **Teaching Kitchen Planning.**

Sunkist Growers, Inc. **Consumer Tips on Fresh Fruits.**

Sunkist Growers, Inc. **Vitamin C Makes a Difference.**

Wheat Flour Institute. **Quick Breads Part III—Variety Round-up.**

Kits:

Career Decisions: Finding, Getting and Keeping a Job. J. C. Penney Co., Inc., Educational and Consumer Relations Dept., 1301 Ave. of the Americas, New York, N. Y. 10019.

Color Concepts. J. C. Penney Co., Inc., 1301 Ave. of the Americas, New York, N. Y. 10019.

The Great Looks Book. The Bonne Bell Program, P.O. Box 6177, Cleveland, Ohio 44107. (Section on nutrition).

Let's Get Organized. Tupperware, Educational Services Program, Orlando, Florida 32802.

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American Bakers Association, 20 North Wacker Drive, Chicago, Illinois.

American Can Company, 230 Park Avenue, New York, N. Y.

American Fruit Growers, 1425 South Racine Avenue, Chicago, Illinois 60608.

Council of Foods and Nutrition of the American Medical Association.

Educational Service, J. Walter Thompson Company, 420 Lexington Ave., New York, N. Y. 10017.

R. J. French Company, 1 Mustard Street, Rochester, New York.

Frigidaire, General Motors Corporation, Dayton, Ohio.

Grocery Mfg. Association, Inc., 205 E. 42nd St., New York, New York 10017.

Household Finance Corporation, Presidential Plaza, Chicago, Ill.

Home Service Committee, Edison Electric Institute, 750 Third Avenue, New York, N. Y. 10017.

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The Kroger Company, Educational Department, 1014 Vine St., Cincinnati, Ohio 45201.

Marketing Bulletins, Washington, D.C. 20225.

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Agricultural Extension Service, Texas A & M University, College Station, Texas 77843.

American Dairy Assoc., 20 N. Wacker Dr., Chicago, Ill. 60606.

American Dental Assoc., 211 E. Chicago Ave., Chicago, Ill. 60611.

American Dietetic Assoc., 620 N. Michigan Ave., Chicago, Ill. 60611.

American Glassware Assoc., 60 E. 42nd St., New York, N. Y. 10017.

American Institute of Baking, 400 E. Ontario St., Chicago, Ill. 60611.

American Lamb Council, 520 Railway Exchange Bldg., Denver, Colo. 80202.

American Meat Institute, 59 E. Van Buren St., Chicago, Ill. 60605.

American Medical Assoc., Section on Nutrition Information, 535 N. Dearborn St., Chicago, Ill. 60610.

American National Red Cross, Food and Nutrition Consultant, National Headquarters, Washington, D. C. 20006.

Ball Corp., Consumer Service Dept., Muncie, Ind. 47302.

Beech Nut Baby Foods, Professional and Consumer Services, 605 Third Ave., New York, N. Y. 10016.

Best Foods, Consumer Service, International Plaza, Englewood Cliffs, N. J. 07632.

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Coed/Forecast Books, 904 Sylvan Ave., Englewood Cliffs, N. J. 07632.

General Electric Co., Home Economics Dept., Housewares Div., Bridgeport, Conn. 06601.

General Foods Kitchens, General Foods Corp., 250 N. St., White Plains, N. Y. 10625.

Gerber Products Co., 445 State St., Fremont, Mich. 49412.

H. T. Heinz Co., Box 28, D-16, Marketing Div., Pittsburgh, Pa. 15230.

Pamphlet Sources: (Continued)

Hunt-Wesson Kitchens, Box 3331, 1645 W. Valencia Dr., Fullerton, Calif. 92634.

J. Walter Thompson Co., Fleischmann's Yeast Educational Service, 420 Lexington Ave., New York, N. Y. 10016.

Lenox, Inc., Prince and Meade Sts., Trenton, N. J. 08605.

McIlhenny Co., Avery Island, La. 70513.

Manufacturing Chemists Assoc., 1825 Connecticut Ave., N.W., Washington, D.C. 20009.

Metropolitan Life Insurance Co., Health and Welfare Div., 1 Madison Ave., New York, N. Y. 10010.

Mirro Aluminum Co., 1512 Wash St. & Brs., Manitowoc, Wisc. 54220.

National Canners Assoc., Home Economics-Consumer Services, 1133 20th St., N.W., Washington, D.C. 20036.

National Dairy Council, Program Service, 111 N. Canal St., Chicago, Ill. 60606.

National Live Stock and Meat Board, Nutrition Research Dept., 36 S. Wabash Ave., Chicago, Ill. 60603.

The Nutrition Foundation, Inc., 99 Park Ave., New York, N. Y. 10018.

Pet Inc., Pet Plaza, 400 S. Fourth St., St. Louis, Mo. 63166.

Poultry and Egg National Board, Home Economics Dept., 8 S. Michigan Ave., Chicago, Ill. 60603.

Public Affairs Committee, Inc., 381 Park Ave. S., New York, N. Y. 10016.

Rubbermaid, Inc., 1255 E. Bowman St., Wooster, Ohio 44691.

Sterling Silversmiths Guild of America, 551 Fifth Ave., New York, N. Y. 10017.

Stokely-Van Camp, Inc., 941 N. Meridian St., P. O. Box 1113, Indianapolis, Ind. 46206.

U.S. Dept. of Agriculture, Office of Information, Washington, D.C. 20250.

U.S. Govt. Printing Office, Superintendent of Documents, Washington, D.C. 20402.

University of California, Agricultural Extension Service, Santa Clara County, 2320 Moorpark Ave., San Jose, Calif. 95128.

Vitamin Information Bureau, Inc., 575 Lexington Ave., New York, N. Y. 10022.

Wheat Flour Institute, 14 E. Jackson Blvd., Chicago, Ill. 60604.

Periodicals:

Changing Times. The Kiplinger Magazine, Editors Park, Maryland 20782.

Consumer Reports. Consumers Union of U.S., Inc., 256 Washington St., Mount Vernon, N. Y. 10550.

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FDA Fact Sheet. Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402.

FDA Papers. Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402.

Finance Facts. National Consumer Finance Assoc., Educational Services Div., 601 Solar Bldg., 1000 16th St., N.W., Washington, D.C. 20036.

Forecast for Home Economics. Scholastic Magazines, Inc., 902 Sylvan Ave., Englewood Cliffs, N.J. 07632.

Illinois Teacher for Contemporary Roles. Illinois Teacher, 342 Education Bldg., University of Illinois, Urbana, Ill. 61801.

Journal of Home Economics. American Home Economics Assoc., 2010 Massachusetts Ave., N.W., Washington, D.C. 20036.

Nutrition Today. Nutrition Today, 1140 Connecticut Ave., N.W., Washington, D.C. 20036.

Penney's Forum. Distributed by managers of J. C. Penney's stores.

Quaker Quotes. Quaker Quotes, Consumer Services Dept., Quaker Oats Co., Merchandise Mart, Chicago, Ill. 60654.

Seventeen. Seventeen, Subscription Dept., Radnor, Pa. 19088.

Smart Shopper Food Guide. Smart Shopper, Agricultural Marketing Service, U.S. Dept. of Agriculture, Washington, D.C. 20250.

Teen Times. Future Homemakers of America, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036.

Tips and Topics. Tips and Topics, College of Home Economics, P. O. Box 4170, Texas Tech University, Lubbock, Texas 79409.

What's New in Home Economics. What's New in Home Economics, 466 Lexington Ave., New York, N. Y. 10017.

Transparencies:

Teachers should refer to the catalog on transparencies available from commercial companies.

Bulletin Board Title Suggestions:

Cook With Your Head [careful plans-equipment, selection, etc.]

E-Z Budget Stretchers [meat extenders]

Eating With Your Eyes [appearance of food]

Need An Idea? [magazine display, garnishes, table appointments]

Tools of the Trade [measuring equipment]

Breaking the Time Barrier [time-saving foods or equipment]

Put a Ruffle on the Meal [related to garnishes]

Quick—The Mix

Spice Up Your Life

Sweet, Short and Simple [convenience foods]

Man Appeal [outdoor cookery]

Chef At Work [creative food ideas]

Happy Sack, Sad Sack [nutritious and empty calorie snack food]

What's Your Beef [beef cuts]

Nuts Among the Berries [food fads.]

The Best Dressed Food [garnishes]

Apple of My Eye [apple uses and foods]

You Are What You Eat [appearance and nutrition]

Ques's For Barbeques [pointers on outdoor cookery]

Slave Saving Devices [equipment]

Steak Out [outdoor cookery]

Snacktime Hits [nutritious snacks mounted on a record]

Don't Get In A Stew [management principles]

Instant Replay [snacks for instant pick-up]

Freeze-In [preparing food for freezer]

Mealtime Magic

Can You Identify This? [man with magnifying flass]

Bulletin Board Title Suggestions: (Continued)

Worldly Foods [foreign foods]

Grand Finale! [desserts, cake decorating]

Beat the Clock! [quick mixes, pinned to board]

Setting Pretty [pictures of table settings]

Pasta Dishes [letters done in pasta shells]

At 11:00 A.M. Are You a Lion or a Pussy Cat?

Food Fads, Facts and Fallacies

What's That? [foreign food terms scattered over a collage of foods]

The Egg and I

CLOTHING, TEXTILES AND RELATED ART

Books:

Bancroft, Vivian Starck. **It's So, Sew Easy—A Guide to Clothing Construction.** Minneapolis: Burgess Publishing Co. (2nd ed.), 1970.

Barclay, Marion S., Champion, Frances. **Teen Guide to Homemaking.** St. Louis: Webster Division, McGraw-Hill (3rd ed.), 1972.

Bane, Allyne. **Creative Clothing Construction.** St. Louis: Webster Division, McGraw-Hill, 1966.

Bane, Allyne. **Tailoring.** New York: McGraw-Hill (2nd ed.), 1968.

Bishop, Edna B., and Arch, Marjorie S. **The Bishop Method of Clothing Construction.** Philadelphia: J. B. Lippincott, 1973.

Bishop, Edna B., and Arch, Marjorie S. **Fashion Sewing by the Bishop Method.** Philadelphia: J. B. Lippincott, 1962.

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***Press on Regardless.** Champaign, Illinois: DuPont De Neours and Co., Sew Easy Series - Division of University Extension, University of Illinois ($3.00 each).

Sewing—A Hobby That Pays. Green Bay, Wisconsin: Viking Sewing Machine Company, 418 North Jefferson Street, (15 minutes.)

Stretch Materials. Viking Sewing Machine Company.

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Filmstrips:

***A to "Zepel".** E. T. DuPont De Nemours and Company.

Clothing Care Clues. Madison, Wisconsin: Madison, Wisconsin Visual Education Consultant, Box 52, 53700.

Do Your Own Thing. Necchi Sewing Machine Company.

Fashion and You I, II, III. Huntsville, Texas: Visual Arts Studio, 1909 Avenue A, 77340. Fabric Construction, Fiber Into Yarns, and Fiber Care.

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"What Consumers Should Know About Cosmetics." Cincinnati, Ohio: Proctor and Gamble.

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Journal of Home Economics. Washington, D.C.: American Home Economics Assoc.

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Current Readings From:

Butterick Pattern Magazine
Consumer Bulletin
Consumer Reports
Changing Times
McCalls Family Circle
Practical - Forecast
Simplicity Pattern Magazine
Women's Day

Addresses of Sources for Current Information:

American Cyanamide Company
Fiber Division
111 West 40th Street
New York, New York

American Thread, Dept. YWR
High Ridge Park
Stamford, Connecticut 06905

American Wool Council
520 Railway Exchange Building
Denver, Colorado

Association Films, Inc.
561 Hill Grove Avenue
LaGrange, Illinois

Avon Products, Inc.
Modern Talking Picture Service
9 Garfield Place
Cincinnati 2, Ohio

Avon
Rockefeller Plaza (30)
New York, New York

E. I. DuPont Demours and Co.
Wilmington 98, Delaware

Faultless Starch Company
Kansas City, Missouri

Good Housekeeping Bulletin Service
959 Eighth Avenue
New York, New York 10019

Irish Linen Guild
1270 Avenue of Americas
New York, New York

The Lovable Company
200 Madison Avenue
New York, New York 10016

McCall's Corporation
Department S.S.
Dayton, Ohio 45401

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Text Film Department
330 West 42nd Street
New York, New York 10018

Addresses of Sources for Current Information: (Continued)

Bobbie Brooks
Dept. C-9
Cleveland, Ohio

Botany Mills, Inc.
Passaic, New Jersey

Calgon Corporation
Home Service Center
Pittsburgh, Pennsylvania

Cone Mills, Inc.
1440 Broadway
New York, New York 10018

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George Avenue
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HOUSING AND HOME FURNISHINGS

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Kaltman, Mary. **Keeping Up With Keeping House.** Garden City, L. I., New York: Doubleday and Co., Inc., 11530 ($5.95).

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Parker, Kay P. **Decorating Your Home.** Charles R. Heck, Inc.

Peet, Louise, and Thye, Lenora. **Household Equipment.** Somerset, New Jersey: John Wiley and Sons, Inc., Eastern Dist. Center, One Wiley Drive, 08813, 1970.

Reilly, Ester. **At Home With Decorating.** Chilton Book Co., 1971 ($6.95).

Books: (Continued)

Sherwood, Ruth F. **Homes Today & Tomorrow.** Peoria, Illinois: Chas. A. Bennett Co., Inc., 61614.

Pamphlets:

Agricultural Extension Service, Institute of Agriculture, University of Minnesota, St. Paul, Minnesota 55101.

Backgrounds for Your Home - #270
Blankets for Warmth - #301
Decorating With House Plants - #10
Framing Pictures - #324
Furniture Selection Series Upholstered Furniture - #318
Furniture Selection Series Before You Buy - #317
Furniture Selection Series Wood Furniture - #319
Hanging Pictures - #325
Here's How To Make Slip Covers - #316
The House Your Family Lives In - #178
Lamp Shades You Can Make - #268
Letting Color Work For You - #280
Look When You Buy Furniture
Pictures, Mounting and Framing
Planning The Home Kitchen - #286
Selecting Pictures - #323
Smooth Surface Floor Coverings - #270

Agricultural Extension Service, Virginia Polytechnic Institute, Blacksburg, Virginia, **Live With Color** - #285 (free in quantity).

American Carpet Institute, 350 5th Avenue, New York, New York 10001.

Choosing Your Carpets and Rugs
It's Easy to Care for Your Carpets and Rugs

American Cyanamid Company, 111 West 40th Street, New York, New York 10018.

Back of the Tag (Creslan)
Plan-a-Room Guide for Selecting Carpets

American Home Economics Association, 1600-20th Street, NW., Washington, D.C. 20009.

Handbook of Household Equipment Terminology ($.50)
Career Packet, Current Edition ($2.00)
Help Packet, New Lease for Living, Renting an Apartment

American Home Laundry Manufacturers Association, 20 North Wacker Drive, Chicago, Illinois 60606.

National Home Laundry Manufacturers Associations
Conference Annual Reports and Laundry Pamphlets
Outline for the Teaching of Home Laundering

Pamphlets: (Continued)

American Public Health Association, 1790 Broadway, New York, New York 10019.

Basic Principles of Healthful Housing

Baumritter, 145 East 42nd Street, New York, New York 10016.

The ABC's of Decorating for Every Room in the House
The ABC's of Room Planning
It's Fun to Learn the ABC's of Room Planning

Better Light Better Sight Bureau, 750 Third Avenue, New York, New York 10017.

BLBS News Magazine
Home Lighting Source Book
Light, Vision and Learning
Lighting for Better Living
Living With Light

Bissell, Inc., 2345 Walker, N.W., Grand Rapids, Michigan 49504, **Inside Story of Rug and Carpet Care.**

Carpet Institute, Inc., 350 Fifth Avenue, New York, New York, **Carpets and Rugs.**

Cleveland Press, Cleveland 1, Ohio, **How to Buy a Home** ($.10).

Commercial Credit Company, Baltimore, Maryland, **Using Installment Credit #4 Teacher Reference.**

Consolidated Trimming Corp., 27 West 23rd Street, New York, New York 10011, **1001 Decorating Ideas.**

Consumers Institute, General Electric Co., Appliance Park, Louisville, Kentucky 40225.

Bimonthly News from Consumer Institute
Consumer Institute Publications (available for each appliance)
Fixture Lighting Guide
Home Lighting Bulb Guide
Lists of Literature on Residential Lighting
Lists of Slide Talks Demonstrating Equipment

Cooperative Extension Service. **Make Low Cost Storage For Your Clothes.** HE504, AES Bldg., Purdue University, Lafayette Indiana 47907 (20¢).

Cooperative Extension Service, University of Kentucky, Lexington, Kentucky, **Accent With Accessories.**

Dupont Company, Public Relations Department, Wilmington, Delaware 19898.
Carefree Casement Sheers and Curtains of Dacron
Carpet Talk
Chemistry and the Home
Climate for Better Living
How to Care for Carpets of DuPont Nylon
Safety at Home with Rug Anchor
Upholstery Fabrics

Pamphlets: (Continued)

Edds, L. **Stages to Storage.** M 19-11, 4-H Project Guide, New York State College of Human Ecologyy, Ithaca, New York 14850.

Fine Hardwoods Association, 666 Lake Shore Drive, Chicago, Illinois 60611.

Beauty in Your Home
Fine Furniture Woods
Furniture, Paneling, Flooring for Your Home
Hardwood Veneers for Architectural Interiors
Ten Most Frequently Asked Questions About Fine Cabinet Woods
A World of Fine Hardwoods

Furniture Silhouettes, Inc., 328 Lenox Road, Brooklyn, New York 10026, **Living Room Silhouettes** (stencils for drawing pieces of furniture).

Hobart Manufacturing Company, Troy, Ohio 45373, **Kitchen Aid Dishwasher, Use and Care Guides.**

Home Economics Institute, Hotpoint, 5600 West Taylor Street, Chicago, Illinois 60644.

Spotlight on Home Laundry Appliances
Spotling on Hotpoint Electric Ranges
Spotlight on Hotpoint Refrigerators and Freezers

Hoover Home Institute, Hoover Company, Janet Feldmeth, Home Economist, North Canton, Ohio 44720.

Beautiful Floors—The Modern Way
An Introduction to Cleaning

Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

H.F. C.'s Money Management Program:
- **Your Equipment Dollar** ($.15)
- **Your Home Furnishings Dollar** ($.15)
- **Your Shelter Dollar** ($.15)
- **Your Shopping Dollar** ($.15)

Hughson Union High School, Mr. Richard Gragin, 781 Northwest Blvd., Columbus, Ohio, **Get Mileage Out of Your Equipment Dollar** (E.S.A.A. Title III, Project 04401).

Illuminating Engineering Society, 345 East 47th Street, New York, New York 10017, **Lighting Keyed to Today's Home** ($.1.50).

John Oster Manufacturing Company, Home Economics Department, 5055 North Lydell, Milwaukee, Wisconsin 53217, Publications are available for each appliance.

Johnson Wax Consumer Education, 1525 Howe Street, Racine, Wisconsin 53403.
How to Have a Prettier Room
Finishing Furniture
Floor Waxes
Handy Hints
Safety Tips for Housecleaning Time
[Write for list of bulletins available]

733

Pamphlets: (Continued)

Kirsh Company, 145 Prospect, Sturgis, Michigan 49091, **How To Make Your Windows Beautiful.**

Kroehler, Consumer Education Division, 666 North Lake Shore Drive, Chicago Illinois 60611.

Home Furnishings Classroom Kit ($.6.00)
Let's Talk About Furniture Styling, Furniture Quality and Construction, and Upholstery Fabrics

Mobile Homes Manufacturers, 6650 N.W. Highway, Chicago, Illinois.

Mobile Housing Resources Kit ($2.50)
Mobile Homes; How to Choose, Where to Put, How to Finance

National Home Furnnishings Association, Room 1726, 666 Lake Shore Drive, Chicago, Illinois 60611.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

Bathroom Hazards
Home Lighting
Household Storage Units
Laundry Areas
[Send for catalog of materials]

Nelson Doubleday Inc., Garden City, New York, **Decorating With Accessories,** 1969.

New York State College of Home Economics, Cornell University, Ithaca, New York, **Programs and Projects on Home Care.**

O.S.U. Extension Service, Columbus, Ohio 43210, **Rent or Buy,** L99.

J.C. Penney Company, Educational Relations, 1301 Avenue of the Americas, New York, New York 10019 (order from local Penney store)

Blankets—Conventional and Electric
Color in Home Furnishings Kit ($10.00)
Fashions and Fabrics
Home Furnishings Trends Folder
How to Furnish a First Home
The Home—An Environment for Human Growth (kit with cassette tape and slides, a 1971 production ($11.50)

Proctor and Gamble Company, Public Relations Department, P. O. Box 599, Cincinnati, Ohio 45201, **The Road to Responsibility.**

Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.

Who Is My Neighbor - #273
How to Finance Your Home - #360

Publication-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, **Selection of Furniture** ($1.25).

Reynolds Metals Company, Richmond 18, Virginia, Pamphlet: **What, How, Why of Aluminum.**

Pamphlets: (Continued)

Rubbermaid, Inc., Home Service Center, Wooster, Ohio 44691.

First Name in Fine Housewares
How to Save Thirty Minutes a Day
New Room In Your Kitchen
Teacher's Guide to New Room in Your Kitchen
Who Can Organize a Kitchen With All This to Store?

Sears, Roebuck and Co., D-703, 925 South Homan Avenue, Chicago, Illinois 60607.

Decorating Made Easy
Decorating With Sheets
How to Select Floor Coverings
How to Select Window Treatments
[Write for available publication list]

Seng Company, 1450 North Dayton Street, Chicago, Illinois 60622.

Beautify Your Bedroom ($.10)
The Seng Decorule ($.35)
Seng Furniture Facts ($.50)
You Can Sell More Furniture ($.15)

Small Homes Council, University of Illinois, Urbana, Illinois 61803.

Flooring Materials ($.15)
Heating the Home
Interior Design ($.15)
Kitchen Planning Guide ($4.00)

Speakman, G., and N. Thornton. **Build Closets for Your Clothes.** Circular HE-89, Cooperative Extension Service, Auburn University, Auburn, Ala., 1967.

Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, Ohio 45241, S & H Green Stamps, **Consumer Relations, Color, Texture, Design in Space.**

Standard Homes Company, 2524 L. Street, N.W., Washington 7, D.C. (free folders).

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Home Economists, Occupational Outlook, Bulletin #1550-40 ($.05)
Buying Your Home Sewing Machine ($.10)
Equipment for Cooling Your Home ($.05)
Home Freezers—Their Selection and Use ($.15)
Home Laundering—Equipment and Use ($.15)
Making Household Fabrics Flame Resistant ($.05)
Washing Machines, Selection and Use ($.15)
What To Do When Your Home Freezer Stops ($.05)
[Write for lists of publications available]

Sylvania, 60 Boston Street, Salem, Massachusetts 01970, **Bathroom Lighting.**

Tell City Chair Company, Tell City, Indiana 47586, **Early American Home Decorating** ($1.00)

Pamphlets: (Continued

Thomasville Furniture Industries Inc., Thomasville North Carolina 27360, **Confidence—Your Greatest Asset in Buying Furniture.**

U.S. Department of Labor, U.S. Printing Office, Washington, D.C. 20402, **1970 Handbook on Women Workers** ($1.00).

University of Kentucky Cooperative Extension Service, Lexington, Kentucky.

Color, Pattern and Texture Make Interesting Rooms, HE 4-102-A
Arrange the Furniture, HE 4-107A Code 16-6-2
Choosing Pictures for Your Home, HE 4-800-A
Picture Hanging in Today's Home, HE 4-803-A
Cutouts for Furniture and Equipment, HE 6-206
Accent Through Accessories, HE 4-108

Vacuum Cleaner Manufacturers Association, 2775 South Moreland Blvd., Cleveland, Ohio 44120.

The Modern Vacuum Cleaner (wall chart)
How To Take "Work" Out Of Your "Housework"

Westinghouse, 246 East 4th Street, Mansifeld, Ohio 44902.

Eight Principles of Kitchen Planning
Westinghouse Appliance Booklets

Window Shade Manufacturers Association, **Getting Window Shades in Trim.**

Films and Filmstrips:

Agricultural Extension Service, Institute of Agriculture, University of Minnesota, St. Paul, Minnesota 55101.

Films—
- Beautiful Lawns
- Electrical Safety in the Home
- Energy-Saving Kitchens
- Flowers at Their Best
- House—Color, Line, Shape and Texture
- Some Principles of Flower Arrangement
- Yard About A Kitchen

Filmstrips—
- Choosing Your Carpets and Rugs
- Planning Your Farm Kitchen

Flipchart—
- Is There A Better Way?

Pamphlets: (Continued)

Slides—

Beltsville Energy-Saving Kitchen Workroom
Characteristics of Good Home Management
Christmas Decorations
Furniture Arrangement Ideas
How to Plan A Home Study Center
Is There A Better Way?
Little Christmas Trees
Minimum Cost for Attractive Light Conditioning
Mrs. Tilley and Her Lemon Pie Kitchen
Planning the Family Workroom
See Your Home in a New Light
Selection and Use of Accessories in the Home
Step-Saving Kitchen
Your Money's Worth in Shopping (also available in filmstrip)

Air-Conditioning and Refrigeration Institute, 1815 North Fort Meyer Drive, Arlington, Virginia 22209. **Climate Control.** (Posters, record, manual, filmstrip.)

American Carpet Institute, 350 Fifth Avenue, New York, New York 10001, **Choosing a Rug or Carpet** (20 minutes)

Association Films, Inc., 347 Madison Avenue, New York, New York 10017.

Color for Joy
Design for Beauty
Fire Safety in the Home
How to Fight a Fire in the Kitchen
Use Color With Confidence
Decorate for Living
Decorating Unlimited

Audio-Visual Extension Service, University of Minnesota, Minneapolis, Minnesota 55414, **How to Have An Accident in the Home.**

Audio-Visual School Service, 386 Fourth Avenue, New York 16, New York, filmstrip, **Glassware Today.**

Better Light Better Sight Bureau, 750 Third Avenue, New York, New York 10017. **Color Brightens Our Life.**

Bissell Inc., 2345 Walker, N.W., Grand Rapids, Michigan 49504, **Four Steps to Carpet Beauty.**

Coronet Films, Coronet Building, Chicago, Illinois.

Safe Living at Home
Safe Living in Your Community
Sharing Work at Home

Films and Filmstrips: (Continued)

E. I. DuPont de Nemours & Co., Inc., Motion Pictures and Audio-Visual Services, Wilmington, Delaware 19898.

Step Out on Color
A to "Zepel"
Fine Art of Furniture Finishing

Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois.

The City
Frank Lloyd Wright

Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025, **Discovering Texture.**

Fostoria Glass Co., Moundsville, West Virginia 26041, filmstrip, **The Crystal Touch.**

General Electric Lighting Laboratories, Nela Park, Cleveland, Ohio, **See Your Home in a New Light.**

General Motors, Department of Public Relations, Film Distribution Section, 3044 W. Grand Blvd., Detroit, Michigan, **Crown for Catherine** (equipment).

Interchemical Corporation, Color and Chemicals Division, 150 Waqaraw Road, Hawthorne, New Jersey 07506, **Color Magic.**

J. C. Penney Co., Inc., Educational Relations, 330 West 34th Street, New York, New York.
Bright Future
Color in Home Furnishings

Kirsch Co., Sturgis, Michigan 44091, **Windows Beautiful** ($11.00) (pamphlets available).

Meredith Publishing Company, Filmstrip Library, 1716 Locust Street, Des Moines, Iowa 50309.

Color Ideas
Furniture Arrangement Ideas

Modern Talking Pictures Service, Inc., 1212 Avenue of the Americas, New York, New York 10036.

As Your Home Goes
Background for Home Decoration
Bright Future
How We Did Our Kitchen
What You Should Know Before You Buy A Home
Your Home As You Like It
The Promise of Tomorrow

Nasco, Fort Atkinson, Wisconsin 53538.

Accessories in the Girl's Room (0722)
Arranging Furniture in the Girl's Room (0723)
Color in the Girl's Room (0719)
Fabrics in the Girl's Room (0721)
Introduction to Color (0718)
Selecting Furniture for the Girl's Room (0720)

Films and Filmstrips: (Continued)

National Retail Furniture Association (obtain through local furniture dealer).

Building Color Schemes
Color Harmony
Modern Grown Up
Room Arrangement
Selection of Furniture
Story of Furniture

National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, **Safer Home Living.**

O'Brien Corporation, Sales Production Manager, 2001 West Washington, South Bend, Indiana 46628, Color Clues for Better Living.

Oneida Silversmiths, Oneida, New York 13421, filmstrip, **The Bridal Consultant.**

Pittsburgh Plate Glass, Pittsburgh, Penn., **We Decorate Our Home.**

Proctor and Gamble Co., Public Relations Dept., P. O. Box 599, Cincinnati, Ohio 45201, **Read to Responsibility.**

Rubbermaid, Inc., Wooster, Ohio 44691.

How to Save 30 Minutes A Day
New Room In Your Kitchen

Sears, Roebuck and Co., Consumer Education Division, 925 South Homan Avenue, Chicago, Illinois 60607.

Hidden Value Series:
- **Color in Home Furnishings**
- **Decorating Made Easy**
- **Furniture Selection**
- **Harmony in the Kitchen**
- **How Select Floor Covering**
- **How to Select Furniture**
- **Let's Decorate the Bathroom**
- **Major Home Appliances**
- **Small Electrical Appliances**
- **Window Treatment**
- **Your Space Age Kitchen**
- **Apartment Living**

Sterling Silversmith of America, 551 Fifth Avenue, New York, New York 10001, filmstrip, **The Sterling Silver Way.**

Swank Motion Pictures, Inc., 614 N. Skinker, St. Louis, Missouri.

Color Magic
Life-Time Protection
The Magic of Lumber

Syracuse China Corp., Syracuse, New York 13201, filmstrip, **China First.**

Films and Filmstrips: (Continued)

U. S. Laboratories, 207 East Ohio Street, Chicago, Illinois 60611, **U.S. Laboratories** (free) slides.

Valspar Corporation, 200 Sayre Street, Rockford, Illinois 61101, **Life in Color Key.**

Transparencies:

C-Ed/Forecast Teaching Aids, Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Basic Portable Equipment, trans. 6653, masters 4637
Room Arrangement, trans. 6647, masters 4631
(Each set contains: teacher's guide, 10 transparencies or 10 master transparencies: $7.50 per set, masters $2.50).

3M Company, Visual Products Division, Box 33344, St. Paul, Minnesota 55101.

Consumers: Who? Why? How? 15-3529-3A
Decorating With Ingenuity 15-3546-7A
Dollar-Stretching Practices 15-3541-8A
Evaluating Advertising 15-3534-3A
Stopping Leaks in Family Spending 15-3542-6A
Windows and Window Treatments 15-0871-2A
(Each set contains 20-23 color transparencies. $35.00 per set. List title and catalog number for each set ordered).

3M Company, Visual Products Division, Box 33344, St. Paul, Minnesota 55101.

Window Treatment ($1.25 for printed originals)
Zoning the Home for Better Family Living ($1.25 for printed originals)

Penney Company, Educational Relation,s 1301 Avenue of the Americas, New York, New York 10019, **Color Rcipes** (order from local Penney store).

Proctor and Gamble Co., Public Relations Dept., P. O. Box 599, Cincinnati, Ohio 45201, **Teaching Aids Kit for Home Care Unit** (may get related student pamphlets)

Sears, Roebuck and Co., 925 South Homan Avenue, Chicago, Illinois 60622, **Color in Home Furnishings.**

Other References:

Home Economics Publishers, Shelden, Wisconsin 51766, Manuals $1.25 and up.

Consumer Guide (1972). A full semester of work at high school level. 46 units covered. Text material as well as questions for student to answer. Tests included in the low price of $1.25 per manual. Teacher's key available; only 25¢.

Other References: (Continued)

Study Manual in Housing and Home Furnishings (1968). A very popular guide which covers such important points as selecting and financing a home, basic home design, furnishing, decorating, and equipping a home, efficient kitchens, and landscaping. For students at the senior high school level. Quick-to-check tests available at only 20c per set. Price per manual is $1.75. (No teacher's key).

Home Safety Check List. May be available at local fire department. The Travelers Insurance Companies. The National Safety Council.

Student Learning Package. $1.35, Mobile Homes Manufacturers Association, 6650 North Northwest Highway, Chicago, Illinois 60631.

Teacher's Resource Kit. $2.50 plus $.50 for handling. Mobile Homes Manufacturers Association, 6650 North Northwest Highway, Chicago, Illinois 60631.

Waugh, Alice H. **Interior Design.** A Laboratory Manual for Home Furnishing. $3.25. Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415.